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USSR Report

HUMAN RESOURCES

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LABOR

LABOR MANAGEMENT IN LITHUANIAN LIGHT INDUSTRY DESCRIBED

Moscow SOTSIALISTICHESKIY TRUD in Russian No 11, Nov 84 pp 36-41

[Article by B. Gaygalas, candidate of economic sciences; chairman, LiSSR State Committee for Labor: "The State Approach to the Development of the Republic's Local Industry"]

[Text] Improvement of the management of the economy becomes a task of paramount importance in the development of our country's economy in the present stage. Evaluation of the performance of enterprise collectives primarily on the basis of the degree of plan fulfillment without regard to the intensiveness of the plan, the relatively faint relationship between incentives and end results and the restriction of economic autonomy reduce the motivation to increase the effectiveness of labor and production.

At the February (1984) Plenum of the CPSU Central Committee, Comrade K. U. Chernenko, general secretary of the CPSU Central Committee, emphasized: "The system of economic management, our entire economic mechanism are in need of serious reorganization. Work in this direction has already begun. It includes a large-scale economic experiment to broaden the rights and increase the responsibility of enterprises. The search is under way for new forms and methods of management in the service sphere. It will without a doubt yield much that is useful and help us to resolve the strategically important problem of increasing the effectiveness of the entire national economy. "

Since the beginning of the current year, the economic experiment has been conducted at enterprises in several branches of industry including LiSSR local industry which has its own unique features, its own specific organization of the production process. It employs tens of thousands of people, one-third of whom are homeworkers, pensioners and invalids (there is no ceiling on their number). The annual output of this branch is valued at roughly 260 million rubles.

Local industry has the responsibility of satisfying the republic population's needs for consumer goods, taking individual demand into account and making appropriate rational use of local raw materials and industrial production waste. Every year our enterprises in this branch produce 700-800 new types of products and produce a total of approximately 4000 different products, of

which more than 3000 are consumer goods (household electrical appliances, porcelain and glazed pottery, folk art furniture, souvenirs, etc.).

The broad product mix and its continuous renovation are the reason for the series and small-series nature of production. The relatively small enterprises (15 out of 21 have a work force under 1000 persons) are not distinguished by their high technical level. The use of such a specific form of social labor as homework is a specific feature in the organization of labor in local industry. The branch's enterprises (for the most part belonging to the "Dovana" Craft and Souvenir Association) employ approximately 5000 homeworkers.

The experiment began with large-scale preliminary preparatory work in all associations and at all enterprises in the branch. First, all working people were introduced to the tasks set by our party with respect to improving the economic mechanism, to the essence, goals and terms of the experiment. Enterprises held meetings of the party-economic aktiv in which highly qualified specialists participated and conducted discussions, lectures and reports. Questions relating to work under the terms of the economic experiment were incorporated in the curriculum of the economics education system. Enterprises devised comprehensive plans of measures designed to attain higher indicators of production intensification, the technical renovation of production, etc. In keeping with these plans, labor collectives examined questions relating to planning and improving the economic activity of enterprises as well as to the search for internal reserves and their use.

In depth economic analysis of the point of departure was an important phase in preparing for the experiment. This analysis extended to the planning and organization of production and to labor discipline. Enterprise production plans were restructured in conformity with the system of orders. It was stipulated that they would pay bonuses only if their products were accepted by the client. The normative method of profit distribution was introduced and the application of norms was expanded.

Our committee also took an active part in the organization of organizational and preparatory work. A work group was set up under the supervision of the committee chairman for the purpose of rendering assistance, overseeing the experiment and studying its results. Together with republic Ministry of Local Industry aides, the committee's staff continuously studies the progress and results of the experiment at individual enterprises, renders assistance in eliminating existing shortcomings at the local level and regularly examines the state of affairs at committee sittings.

It should be noted that the actual preparations for the experiment inspired association and enterprise collectives to search more actively for reserves and to mobilize them in order to increase production, to increase the effectiveness and improve the quality of labor, and to attain higher end results. In 1983, LiSSR local industry overfulfilled all plan indicators. It produced 3.6 million rubles' worth of additional products--a 14 percent increase compared with 1980. In their plans for 1984, branch enterprises envisaged higher growth rates for their basic indicators compared with the

five-year plan targets, planned the significant lowering of costs per ruble's worth of commodity output and the accelerated growth of labor productivity and profits.

The first positive results of the experiment can already be seen today. First of all, all management links are working more actively to secure the fulfillment of basic indicators of economic activity. The work force is now more interested in increasing labor productivity, in accelerating scientific and technical progress and in using material resources more economically. During the first half of 1984, associations and enterprises belonging to the Ministry of Local Industry produced and sold 2.1 percent more products than specified in the plan. The basic indicator--the sale of products including deliveries under contract--was fulfilled 100 percent (in the first half of 1983--98.9 percent. For the first time in many years, enterprises in this branch were not indebted to consumers.

Labor productivity has grown faster than planned. Its growth rates are 2.1 percent higher than planned. Compared with the same period last year, they have grown by 4.5 percent. The increase in the volume of production due to this indicator reached 100 percent compared with the target of 85.7 percent. As a result of higher labor productivity, 750 persons were conditionally released--almost twice as many as planned.

The terms of the experiment inspire more economical management and the more complete utilization of local raw materials. The plan for production goods from local material resources and production waste was overfulfilled by 9.1 percent or by more than one million rubles. The share of products made from local raw materials and waste in total output rose from 8.9 to 9.8 percent compared with the corresponding period last year.

Product quality has improved appreciably. The production of products bearing the state Quality Emblem has increased by one-third. Total fines resulting from claims have been almost cut in half compared with the same period last year. Aides at the haberdashery goods wholesale base of the republic's Ministry of Trade note that with the beginning of the experiment, the quality of consumer goods improved significantly.

Measures taken by measures to raise the technical level of production, to improve the structure of production and the organization of labor; to combine occupations; and to reduce the number of managerial personnel have promoted improvements in production indicators. Many local industry enterprises have embarked on the technical retooling of production. Thus, this year the totally mechanized production of work clothing was instituted at the "Suduva" enterprise, the technical retooling of the enamelware shop at the "Pirmunas" factory began, sophisticated ultrasonic equipment for sorting and packing nails is being installed in the "Nyamunas" association, etc.

Particular attention is devoted to the team form of labor organization and work incentives. Branch enterprises unite 64.5 percent of 10,700 workers in 950 teams (excluding homeworkers), including teams working under a single contract that is based on end results and the KTU [coefficient of labor participation]. The ministry stepped up its effort to introduce team cost

accounting. While cost accounting teams comprised 16 percent of all teams at the beginning of the year, their share has now increased to 25 percent and the number of workers in them has grown by 43 percent.

As is known, the experiment creates favorable condition for work with a smaller work force. This is an important reserve for raising labor productivity. Unfortunately, little use is made of this reserve as yet. As yet, it is used to a very slight degree. A total of 27 teams (420 workers) are working with a smaller work force at local industry enterprises.

What are the reasons? One of the reasons is obviously the unresolved question of establishing work norms in such teams. When work is performed with a smaller work force, labor productivity rises and the level of fulfillment of the output norm rises and this is evaluated as a shortcoming in the activity of enterprises. In our opinion, it is advisable to establish stable output norms for the five-year plan period and to revise them only in the event of objective necessity if such revision is associated with the technical retooling of production or with the introduction of the scientific organization of labor and progressive know-how.

A half-year of work under the new conditions is too short a time to permit us to draw final conclusions. But even now it can be said with full certainty that the increased autonomy of enterprises in all spheres of management is paying a higher return. Let us take the formulation of plans.

Changes in planning first of all take the form of the reduction the number of indicators that are confirmed from above. While in the past, five-year plans assigned between 26 and 30 different indicators to local industry enterprises, under the experiment they assign only 4 basic indicators, while the year plans assign only 7. They others are established and approved by the enterprises themselves. This unquestionably expands their potential, enables them to resolve many economic questions more efficiently, and promotes the flexible formulation of the plan and its successful fulfillment. Today higher echelon organs no longer plan such a seemingly important indicator as the growth of labor productivity for enterprises belonging to the republic's Ministry of local industry. Nevertheless, as already noted, labor productivity is growing at a relatively more rapid rate. The only bad thing is that we are sometimes indecisive in getting rid of things we are accustomed to. Some local industry enterprises complain that even though the number of indicators confirmed from above has been reduced, their overall number has not diminished. Additional indicators have even been introduced. Such overprotectiveness by higher echelon organizations does not help matters and must be eliminated as soon as possible.

Labor collectives now play a significantly more important part in drafting plans. They are no longer indifferent to the nature of the plan that will be adopted because the end results will determine the amount of money that will be available for wages and social development and for technical retooling and the improvement of production. This dependence is secured by economic norms and limits. They are used to motivate labor collectives to adopt more intensive plans. It is very important that the norms established in the five-year plan are not subject to reapproval.

In our opinion, the ceiling on managerial personnel slightly infringes the autonomy of enterprises. Ceilings are imposed on the maintenance of managerial throughout the entire system of local industry. It would seem that association and enterprise managers should be competent to determine the number of engineering-technical personnel and white-collar workers required to manage production.

The broader rights granted to production associations and enterprises and their use of economic levers have enabled them to amass considerable sums. Based on the results of the work for the first half-year, almost 700,000 rubles were paid into the economic incentive funds for the additional growth of profits, for the fulfillment of counterplans and for the fulfillment of other economic indicators in excess of the plan. This made it possible to use some of the funds for the common needs of the collective and to reward those who had made a great personal contribution to the common result. Resources of the fund for sociocultural measures and housing construction in the Ministry of Local Industry were primarily used to build housing for branch personnel. More housing will be built than before the experiment.

Seventy-six percent of the economized wage fund was additionally expended on wages in the first half-year; 23 percent of this sum was in the form of supplements to wage rates and higher salaries for highly skilled workers; 47 percent was paid out to persons performing multiple jobs; and 30 percent was in the form of pay increases to ITR [engineering and technical personnel] and white-collar workers.

However, we are alarmed by the fact that engineering-technical personnel and white-collar workers have to a greater degree been affected by the stimulation of highly skilled labor. In local industry, almost 60 percent of the ITR and white-collar workers received salary increases in the first half-year whereas 20 percent of the workers in skill groups 4-6 received supplemental increases in their wage rates and 1.5 percent of the blue-collar workers received higher salaries (up to 230 rubles).

It should be noted that when local industry associations and enterprises exercise their right to use the saving of the wage fund they encounter certain difficulties. They cannot fully use the right to grant salaries up to 230 rubles to highly skilled workers engaged in especially important and responsible work, because there is a qualification here: a worker's pay may not exceed the pay of a foreman with a 50 percent increase. But foremen at most light industry enterprises belong to pay group 2 or 3 and hence their pay is only 170-200 rubles.

The possibility of establishing higher supplemental increases in wage rates of highly skilled workers (in skill groups 4-6) for their mastery of their occupation is limited. The fact of the matter is that the number of workers in a high skill group at local industry enterprises is negligible. Therefore, where low skill groups predominate, in accordance with the 12 July 1979 decree of the CPSU Central Committee, supplemental increases in wage rates are granted in the amount of 4, 8 and 12 percent in the intervals between skill groups for the purpose of stimulating highly productive labor at local industry enterprises.

There is far less potential for granting supplemental increases to workers for high skills in basic production than in auxiliary production. The explanation for this is that the skill group in basic production is lower than in auxiliary production. Checks have shown that the share of basic production workers receiving supplemental payments for high skills in the total number of workers who have been granted these payments ranges between 6 and 25 percent.

The terms of the economic experiment stipulate that bonuses to ITR and white-collar workers must be based on their actual contribution to the final results, i. e., for the development and introduction of new, highly effective equipment and technology; for the lowering of labor-, material- and energy-intensiveness; for improving product quality; and for fulfilling other important indicators. However when we conducted checks at enterprises we found that salary increases were granted to ITR and white-collar workers for the performance of their official duties; to a senior economist--for prompt and correct calculations of economic effectiveness; to a chief engineer--for fulfilling technical and economic indicators, etc.

Practice has shown that enterprises require a document to regulate supplemental pay for highly skilled labor even though the statute governing the economic experiment does not demand this. Such a document would make it possible to avoid unsubstantiated supplemental payments on the one hand and on the other hand would it possible to introduce personnel to work incentive conditions, which would increase their interest in improving the results of their work. Supplemental payments should be established for the development and introduction of effective measures in production to reduce labor-intensiveness and material-intensiveness, to conserve energy and to improve product quality.

The attempt of enterprises to grant supplemental pay for a wider circle of engineering-technical personnel and white-collar workers leads to the leveling of salary supplements and thereby reduces the significance of incentives for highly skilled labor. At some local industry enterprises, approximately 70 percent of the supplemental payments established for ITR and white-collar workers would amount to a mere 15-20 rubles a month. It has become a very deep-rooted practice to reward everyone alike instead of rewarding [individuals] for specific results. This psychological barrier must be decisively overcome.

Unsatisfactory material and technical supply continues to be a considerable impediment to rhythmic production. Enterprises participating in the experiment are not entirely provided with certain types of raw materials and supplies. There is difficulty in providing homeworkers with means of production and spare parts. There is a shortage of vehicles needed to serve homeworkers.

Notwithstanding these shortcomings, the first steps under the new system inspire us with confidence that the experiment will be successful. But in order that it fully justify itself, the economic mechanism must be better organized and shortcomings preventing a maximum return must be eliminated. To date only management has for the most part joined in the movement to find reserves for increasing the effectiveness of production and labor. The basic

task is to see to it that the goals, essence and tasks of the experiment reach the heart and mind of every worker in the branch.

The motivation and responsibility of personnel in organs of material-technical supply should be intensified. Not only enterprises but other organizations as well should also be incorporated in the cost accounting system. In our opinion, the terms of the experiment in the LiSSR Ministry of Local Industry should also be extended to the Planning and Design Technological Institute because the activity of branch enterprises depends to a considerable degree on its work. It develops new products and production technology for them, designs production buildings, analyzes economic activity, etc.

It goes without saying that the further improvement of work under the new conditions depends in large measure on the managers of republic local industry enterprises, on their initiative and autonomy in increasing the effectiveness of production, and on the full utilization of the internal reserves and the rich potential inherent in the experiment.

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LABOR

RATIONAL UTILIZATION OF SPECIALIST LABOR URGED

Moscow SOTSIALISTICHESKIY TRUD in Russian No 12, Dec 84 pp 55-61

[Article by G. Gorbey, deputy chief of the Labor Organization and Wages Administration of the USSR Central Statistical Administration, candidate of economics: "Specialist Labor: Reserves of Its Possible Economy"]

[Text] The intensification of public production in the present-day stage advances the more rational utilization of the workers with higher and secondary specialized education--the most highly skilled part of the manpower resources--employed in the national economy among the urgent tasks. According to the results of an extraordinary calculation conducted not long ago by the USSR Central Statistical Administration, this category of workers numbers 31.6 million persons in the national economy at the present time. They are employed in economic and state administration, in various sectors of science and technology, the training of personnel, public health care, etc. More than half of them are working in material production and about 20 percent--in the agro-industrial complex.

In 1983, with a total increase of the employed in the national economy by 10 percent compared with 1975, the number of workers who completed institutions of higher and secondary specialized education increased by 39 percent. In 1975 they accounted for 19 percent, in 1983 25 percent. Outstripping rates of growth in the number of professionally qualified specialists were observed in the sectors of material production. In the enterprises of industry, transportation and communication, and in construction organizations, their growth for the incomplete 4 years of the current five-year-plan came to 13 percent, in agriculture--17 percent. Calculated per 1,000 workers, the number of professionally qualified specialists in the timber, woodprocessing, and pulp and paper industry increased by 55 percent compared with 1975, in the light and food industry--by 42 percent, in the construction materials industry --by 39 percent, and in machine building and metalworking--by 34 percent. Specialists in the engineering and technical field now compose 45 percent of all those with a higher and secondary specialized education. By comparison with 1980, their number increased by 11 percent. The number of economists increased by 14 percent, and agronomists, livestock specialists and workers in veterinary medicine--by 8 percent.

In connection with the further increase of the share of labor of workers with higher and secondary specialized education in the aggregate labor of society,

increased attention must be given to their rational use. This can be secured by a system of measures encompassing the entire period of the formation of the specialist--from his training in the educational institution to the subsequent work in production.

The basic tasks in this sphere were set forth by the decree of the USSR Council of Ministers "On the Perfection of Planning the Training of Specialists and the Improvement of the Utilization of the Graduates of Institutions of Higher and Secondary Specialized Education in the National Economy" (1978) and by subsequent decrees of the government. In them questions of the planning and improvement of the quality of the training of new personnel found reflection, taking into account the requirements of production, the distribution of the graduates of institutions of higher and secondary specialized education in accordance with the demand of the sectors of the national economy and regions of the country, the increase of the role of special, non-degree work in the adaptation and consolidation of young specialists in production, and their rational utilization according to the specialty and education obtained.

The demand of society for highly-skilled labor of specialists depends in every one of the stages on the level of the development of the productive forces. The expansion of the scales of their training is connected with additional expenditures for education and the temporary diversion of able-bodied young people from public production. For this reason it is important to know the total real demand of the national economy for specialists and the necessary correlations of persons with higher and secondary specialized education with the calculation of professionally qualified and regional requirements. At the present time, a normative base already exists in the country, which can be used in the planning of the training of personnel--these are limits and sectorial norms of the number of workers, engineering and technical workers and office workers; model lists of posts subject to substitution with specialists with higher and secondary specialist education, the enumeration of professions of the workers of higher categories, for whom a higher and specialized education is required in terms of the level of qualification, etc.

The planning of the number of workers employed in science and science services, planning organizations, as well as the development of norms for the number of workers of the management apparatus, introduced not long ago, will be conducive to the better substantiated determination of the demand of the national economy for specialists. However, because of the specific character of the system of education existing in the country, this base is inadequate. Given the outstripping character of the training of personnel, we also have to have scientifically substantiated prognoses of changes in the professional qualification structure of labor resources in connection with the development of scientific-technical progress, the improvement of management, the organization of production and labor, and the structural changes in the national economy, as well as the execution of the program of the social development of the country for the immediate and long-term prospect. The absence of such materials, in our view, makes the development of norms for the saturation of sectors with specialists more difficult, as this is foreseen in the above-mentioned decree of the USSR Council of Ministers of 1978.

A prerequisite of the rational utilization of the given personnel in production is the securing of optimal proportions of the number of specialists of various levels of qualification, and above all during their training. Depending on the needs of the national economy, they are made up differently. The industrialization of the country during the pre-war period produced a great demand for engineering personnel. In the 1960's the task was to secure higher rates of growth of the number of workers with secondary specialized education. At that time, it was considered more rational to have three to four specialists with secondary specialized education for one specialist with higher education in the sectors of material production. However, the subsequent practice showed that such a correlation is not obligatory and must be different depending on the specific character of the sectors, types and kinds of production, and the functions being performed by the engineering and technical workers. Now already many "science-intensive" sectors of material production have been determined which cannot function without the wide-scale utilization of engineering labor. But there are also those where the proportion of the labor of persons with secondary specialized education is significant. And nevertheless, in our view, in the entire national economy the correlation of specialists with higher and secondary specialized education must, without a doubt, be changed in favor of the latter.

Thus, life insistently advances the task of the development, in the near future, of norms which determine the optimal proportions of the training of specialists of various levels of qualification. This task is sufficiently difficult, for it must be solved in correlation with questions of the comprehensive planning of the training of skilled workers both in the system of professional-technical education and directly in production.

During the three years of the current five-year-plan, the institutions of higher education graduated 2,522,000 specialists, the institutions of secondary specialized education--3,830,000, and the system of vocational and technical education--7,503,000 skilled workers, and 15,287,000 persons were trained and went through retraining directly in enterprises. However, the proportions in the personnel training of skilled workers and specialists with higher and secondary specialized education that have appeared at the present time must be carefully analyzed, taking into account the demographic situation that is taking shape in the near future and the requirements of the national economy.

During the past two decades, for example, a trend of a certain deterioration of the correlation of the number of specialists with higher and secondary specialized education employed in the national economy has been noted. Whereas in 1965 it came to 1:1.46 and in 1975--1:1.42, in 1983 it became already 1:1.34 (today there are 18.1 million specialists with secondary specialized education for 13.5 million specialists with higher education). In 1983, in industrial enterprises, there were about five workers holding engineering posts for every worker in the post of technician. At the same time, the data of the last extraordinary calculation of workers show that, in the composition of industrial-production personnel, only half of the workers replacing the posts of engineers of all designations have a higher education, about 15 percent are studying in institutions of higher and secondary specialized education, and the remaining persons have a secondary specialized or general education. In present-day conditions, when the problem of the saturation of the sectors of the national economy with specialists of all levels is practically solved, the

Qualification Handbook for Office Worker Posts nevertheless allows the substitution of a number of them with workers who do not have a specialized higher or secondary education if they have practical experience.

As the result of the overstated number of engineering posts at the expense of technicians in many enterprises, the former have experienced a significant increase in the volume of work whose execution does not require an engineering education (the collation of blueprints and tracing paper, the checking of printed material, simple calculations, etc.). This entailed the lowering of the prestige of engineering work, which our press writes about a great deal and which is indicated by the reduction in the competition for the technical VUZ's. There is no doubt that the gradual disappearance of the post of technician was in many respects conducive to this. The actual volume of engineering work is significantly smaller than is envisaged by the staff schedules of the ministries, departments, associations, enterprises and organizations. For this reason the time has come to revise them, taking into account the actual content and difficulty of the work being performed. The tightening of the staff schedules and the release of engineers from work not characteristic of them, which according to research takes away 30 to 40 percent of the working time, will sharply reduce the demand for the given category of workers and will be conducive to increasing the prestige of their work.

The urgency of the task increases also in connection with the tenseness of the balance of labor resources in the years ahead. The training of specialists beyond the requirements of the national economy is connected with the unsubstantiated diversion of able-bodied young people from participation in public production (the more protracted the period of training, the greater the scales of such diversion), with additional state expenditures (for example, the expenditures for one student in an institution of higher education is 1.5 times higher than in an institution of secondary specialized education), which--because of the irrational utilization of personnel of higher qualification--later on do not justify themselves. Thus, the optimal proportions of the training of professionally qualified specialists of the educational level being required are also an important prerequisite for the efficient use of their labor in the national economy.

The selection of students from the contingent of pupils enrolling in institutions of higher and secondary specialized education is another, no less significant factor, which determines the utilization of specialists in the national economy in conformity with their specialization and level of training. Not only the "passing" grade in the entrance examinations must become the criterion for it, but also such important factors as the initial professional skills, the realistic conception of the content of the labor of the chosen profession, professional suitability, vocation, and the motive behind the choice of profession. In a number of educational institutions of the country, research is being conducted on the replenishment of the student contingent. It showed that a significant part of the young people are guided by more or less fortuitous motives in the choice of a profession and do not have the proper conception of their future work. The data of a survey of three medical VUZ's made it possible to reveal that about 20 percent of the medical students were disappointed in their chosen profession. The negative attitude toward the chosen profession

increases toward the upper courses. In the fifth course, for example, almost one-third of the students are losing interest in the chosen profession, but continue to study.¹ An analysis of the motives behind the choice of the future profession shows that for many young people social orientation toward higher education precedes professional orientation; that is, the aspiration to higher education as such frequently proves to be a more important motive for enrolling in a VUZ than the interest in a chosen profession.²

Of considerable significance for the choice of a profession is its social prestige. However, the latter is often inadequate to the requirements of the national economy. This is why the extensive possibilities for obtaining a higher education by the young people in our country must be more fully coordinated with the demand of the national economy for specialists of a certain profile. I think that a more correct choice of profession on the part of the graduates of schools and, therefore, also the educational institutions in the replenishment of the contingent of students, will help the realization of the reform of the general education and vocational school, especially those of its provisions that are aimed at the elimination of shortcomings in the labor training of pupils.

In connection with the increase in requirements on the working conditions and the creation of a whole series of social advantages for women, the necessity of taking into account the special features of sex in the formation of the composition of the future specialists is becoming increasingly acute. At the present time, 60 percent of all professionally qualified specialists are women. Their participation is significant in economic and state administration: Among the managers and specialists in industrial enterprises more than half are women; among the foremen--30 percent; engineers--about 60 percent, engineers for normsetting of labor, technician-norm-setters, and norm-setters--85 percent, and engineering economists and economists--about 90 percent. At the same time, as practice shows, women who have graduated from educational institutions training personnel, for example, for the coke and byproduct, blast furnace, rolling and a number of other processes, as a rule, cannot work in their profession because of the production conditions. Apparently, in the formation of the contingent of students in the institutions of higher and secondary specialized education, the effective normative acts, limiting the use of female labor in connection with unfavorable working conditions, must be taken into account to a greater degree.

As is well known, technical knowledge alone is already inadequate for the engineer of today. He must be erudite in questions of economics, labor law, the organization of production and labor, and have the skills of guiding people. The more fully the rapidly changing demands on the content of specialist labor will be taken into account in the plans and programs of the educational institutions, the better will their graduates be prepared for the solution of production tasks, and the sooner will adaptation in the production process and their consolidation in the enterprise take place. Of great significance here is the increase of the role of practice in the process of instruction, as well as the expansion of the direct links between the educational institutions and the enterprises and organizations.

The consolidation of the graduates of institutions of higher and secondary specialized education in production in conformity with their distribution by sectors of the national economy and regions of the country is the basis of the planned supply of specialists to the sectors of the national economy. The data of the annual statistical accounts on the fulfillment of the plans for the distribution of young specialists and their arrival at the place of destination indicate that the share of those who do not arrive at the place of destination diminishes from year to year. In 1983, for example, 91 percent of the total number of graduates who had received an appropriate designation started to work at their place of assignment, while in 1980--84 percent. However, questions of reducing the personnel turnover of young specialists and their consolidation in production continue to remain urgent. And here the fulfillment of the conditions of the labor agreement by the enterprises and organizations is of great significance, which are recorded in the graduate's work directive, and mainly about giving him work in his specialty, housing, and an appropriate salary. The performance of work not characteristic of the training specialization or not requiring higher or secondary specialized education at all, the dissatisfaction with the housing conditions and salary lead the young specialist to leave the enterprise prematurely to which he was sent for assignment and to begin to seek employment independently or with the assistance of an employment service. What makes one prick up one's ears is the fact that the number of such specialists has been growing in recent years. Especially frequently young specialists are leaving, for the indicated reasons, the enterprises of the USSR Ministry of the Petroleum Refining and Petrochemical Industry, the USSR Ministry of Nonferrous Metallurgy, and the Ministry of Tractor and Agricultural Machine Building.

From the moment of the premature departure of young specialists from enterprises and organizations, the process of their further reassignment among sectors and regions of the country is no longer under the interdepartmental and departmental control, which is implemented by the planning organs, the labor and education organs, the industrial ministries and the departments, and therefore becomes uncontrolled. The unorganized reassignment of specialists, because of its significant scale, disturbs the proportions of the supply of the sectors of the national economy and the regions of the country with highly qualified personnel that are envisaged in the plan of economic and social development.

Interesting data on the reassignment of persons with higher and secondary specialized education among sectors of the national economy were collected not long ago by the bureau for the employment of the population. A significant part of the specialists being placed in a job with the assistance of the employment service, in coming to a new place of work, change their specialty and profession. More than 90 percent of 31,000 specialists, who turned to the Moscow bureau had less than 3 years of service at the previous place of work. The shift of this contingent is proceeding actively among sectors of industry, construction, and regions of the country, but most intensively from agriculture to industry and other sectors of the national economy.

Unfortunately, the process of the reassignment of specialists has virtually not been studied. Individual investigations of the organs for work, in particular, do not permit an estimate of the entire scope of the given phenomenon and the development of methods of controlling it. There are not enough general measures to attract and consolidate personnel in the priority sectors and in the

developing regions of the country (the establishment of regional coefficients and wage increases, compensation for long service, etc.) for the planned regulation of the reassignment of specialists.

As a result of this and given the significant increase of the total number of specialists, the irregularity of their assignment to some sectors of the national economy and regions of the country is still significant. Thus, for every 1,000 workers in the national economy in 1983, there were 246 specialists with higher and secondary specialized education, in the sectors of the agro-industrial complex--144, in the kolkhozes and sovkhoses--63 and 85 respectively for every 1,000 kolkhoz workers or sovkhos workers. In the presence of the relatively low saturation of the state agricultural enterprises and kolkhozes with them, a significant part of the graduates of agricultural education institutions is engaged in work that does not correspond to the profile of their training. In spite of the fact that the directive organs more than once called the attention of the ministries and departments to the irrational utilization of economists with an agricultural education, by the end of 1983 11 percent of the agronomists, livestock specialists, and workers in veterinary medicine with a higher and secondary specialized education were engaged in posts which do not require it. Not accidentally, among the professionally qualified specialists employed in jobs, there are 70 percent of the graduates of agricultural education institutions, for the specialty obtained by them in the educational institution does not correspond to the profile of the enterprise.

The practice of the utilization, in enterprises and organizations, of specialists of another specialization in jobs and posts not requiring a higher and secondary specialized education has found wide dissemination. The reasons for this we see in the practical absence of state regulation in intersectorial and regional reassignment of specialists and in the present interest of enterprises and organizations in their most rational utilization. In connection with the fact that the expenditures for the training of specialists are borne by the state (with the exception of special purpose training), the economic interests of the enterprises and organizations are not affected here for the time being. In the presence of vacancies, there are practically no limitations of the replenishment even of work places with specialists of another specialization who express the desire to work in a given enterprise.

A number of scientists (B. Rakitskiy, V. Manevich, and others) point out the necessity of creating a mechanism guaranteeing the economic interest of enterprises and organizations in the best utilization of highly-qualified specialists. In our view, the introduction of the elements of cost accounting into the relations between the state and the enterprise in the sphere of the training of professionally qualified specialists will be conducive to a more substantiated determination of the demand for them and the economy of their labor in the production process.

Among the reasons for the employment of specialists in work places there are also objective ones: The state of health, the difficulty in finding work in the specialty of second members of a family in some regions of the country, the transition of engineering and technical workers and office employees to work places upon the attainment of retirement age in connection with the great benefits for workers, the possibility of the temporary employment of women on a

part-time basis or at home in connection with caring for a child. At the same time, the requirements of modern production for the filling of work places with professionally qualified specialists have significantly increased. The number of specialists with higher and secondary specialized education, who were employed in work places, increased in 1983 by 26 percent compared with 1980, and almost doubled by comparison with 1975.

The expansion of the scales of the utilization of specialists in workers' professions is, to a significant degree, caused objectively by the development of the technical base of production, by the introduction of progressive technology, and by the complication of labor functions with respect to the maintenance of automatic transfer lines and machine tools with numerical program control. The list of workers' professions for the appointment to which a secondary specialized education is required grows from year to year and at the present time numbers about 400 designations. Of the total number of specialists with a secondary specialized education, 44 percent occupied work places according to the enumeration of professions of workers established by the ministries, departments, and the USSR State Committee for Labor and Social Problems.

A necessary condition for the rational utilization of the graduates of institutions of secondary specialized education is the improvement of the quality of their production training and the receipt of sufficient skills in a workers' profession by them. In accordance with the present norms for the filling of work places, qualification skills no lower than the fifth wage category **are required of those with specialized education.**³ However, the educational programs of the institutions of secondary specialized education do not provide for such a level of professional training. The graduates of tekhnikums, for example, are, as a rule, given only the second and third wage categories. They obtain the appropriate professional skills only after a certain period of work in production, after having consecutively mastered all levels of workers' skills. Of the total enumeration of professions of workers, which were filled with specialists of medium qualifications, at the moment of the selective investigation of 50 enterprises, about 60 percent had fifth-sixth categories and only 25 percent conformed to the enumeration established by the USSR State Committee for Labor and Social Problems. Extensive use is being made of specialists with a secondary education in machine tool professions of the fourth-fifth wage categories (milling machine operators, turners, metal workers for mechanical assembly work, etc.). The weak specialist training of the institutions of secondary specialized education for labor in a worker's profession is turned around with great expenditures of the enterprises for their "learning completion" and with the reduction of their labor efficiency.

Taking into account the growing requirements of scientific-technical progress on the qualification of the above-mentioned personnel, it is necessary to revise the sectorial enumerations and to carefully study the role of specialists of medium qualification in modern production, and to develop a system of measures for the improvement of the quality of their training and their rational utilization, which provides for the introduction of the appropriate changes in the educational plans and programs and production practice of the students.

The number of specialists with higher education in work places increased in 1983 by 55 percent compared with 1980, and by comparison with 1975--by more than 2.5-fold. Their greatest number was in the industrial enterprises of the Ministry of the Gas Industry--17 percent, the USSR Ministry of Ferrous Metallurgy--18 percent, the USSR Ministry of Nonferrous Metallurgy--15 percent, and the USSR Ministry of the Petroleum Refining and Petrochemical Industry--14 percent.

Among the reasons for their labor in work places, the possibility of receiving a higher wage (about 30 percent of the specialists with higher education, including about 35 percent engineers) is frequently given in a survey. This same motive is also cited by the majority of persons with a secondary specialized education, including technicians. This is indicative of the fact that the organization of the material incentives for specialists requires further improvement. The new conditions of the wages of workers and office personnel, which have already been introduced for 80 percent of the industrial production personnel of the enterprises of the USSR Ministry of the Coal Industry, provide for a significant increase in the salaries of all categories of engineering and technical workers, as a result of which there is an improvement in the correlation of the levels of pay of engineering and technical workers and workers.

However, even under the existing conditions of the payment of labor, there are significant possibilities for the compensation of specialists, depending on their labor contribution and the level of their qualification. This requires, above all, the practical realization of the rights granted to enterprises to establish wage increases and additional payments to highly qualified specialists through savings in the wage fund.

As is indicated by the experience of the Leningraders, who are implementing an experiment in regard to the improvement of the wages of workers in design and technological organizations, the creation of material interest among the workers of these services in the fulfillment of the established volume of work with the smallest number of personnel makes it possible to bring into operation significant reserves and to make more rational use of engineering labor. Here an already qualitatively new approach is taking place to the norm-setting for the labor of engineering and technical workers, the assessment of the labor contribution of every worker, and the establishment of dimensions of material incentive depending on this.

FOOTNOTES

1. "Problemy adaptatsii studentov. Materialy mezhrespublikanskoy konferentsii issledovateley problem vysshego obrazovaniya" [Problems of the Adaptation of Students. Materials of an Inter-Republic Conference of Investigators of Higher Education Problems], Vil'nyus, 1978, p 98.
2. Ibid., p 124.
3. Enumeration of professions of workers of the higher categories, for whom in terms of the level of qualification a secondary specialized education is required. Decree of the State Committee of the USSR Council of Ministers for Labor and Social Problems of 2 September 1977, No 288 (with subsequent additions). BYULLETEN' GOSKOMTRUDA, 1977, No 12.

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LABOR

COST ACCOUNTING, COLLECTIVE CONTRACTS IN AGRICULTURE EXAMINED

Leningrad Zonal Conference

Moscow EKONOMICHESKAYA GAZETA in Russian No 6, Feb 85 p 9

[Article by staff correspondents F. Bogomolov and A. Shevtsov in the column "APK [Agro-Industrial Complex]: Rational Approach to Organization of Production": "Livestock Breeders Shift to Contract"]

[Text] It has already been reported that a zonal conference was held in Leningrad on 25-26 January, which discussed questions with respect to broad introduction of cost accounting and collective contracts in livestock breeding and strengthening organizational and political work in the light of the decisions of the 26th party congress, subsequent plenums of the CPSU Central Committee and Comrade K. U. Chernenko's speeches.

Participating in the work of the conference were secretaries and department chiefs of kraykoms and obkoms and chairmen of APO [agro-industrial associations] of autonomous republics, krays and oblasts of the Northwestern, Central, Volga-Vyatka, Central-Chernozem, North Caucasus and Volga regions of the RSFSR.

The address by Ye. K. Ligachev, secretary of the CPSU Central Committee, the report by L. B. Yerminev, first deputy chairman of the RSFSR Council of Ministers and the addresses by L. N. Zaykov, first secretary of the Leningrad Obkom, A. F. Ponomarev, first secretary of the Belgorod Obkom, and party, soviet and economic workers of Stavropol Kray, Leningrad and Vladimir oblasts and the Tatar ASSR analyzed questions connected with broader introduction of leading experience in organization of production at livestock breeding farms, especially during the responsible period of livestock wintering.

It was stressed that, like in other spheres of the economy, broad utilization of intensive methods is being put to the forefront in livestock breeding. Increased production of meat, milk and other products must be ensured primarily through increased productivity of livestock and poultry and on the basis of decisive strengthening of the fodder base and qualitative improvement of the herd.

During the first 3 months of livestock stabling in the course of the current wintering season, the country's livestock breeders have increased milk yields

(on the average per cow) by 7 kg compared with the same period of last year, and its procurement by 453,000 t or by 4 percent. However, a reduction in livestock productivity has been allowed in some oblasts and autonomous republics of the Russian Federation.

The experience, which was shared by participants in the conference, indicates that production successes are achieved by those kolkhozes and sovkhoses which use progressive management methods and where cost accounting is closely and organically tied in with collective forms of labor organization and stimulation and with the flow-shop production system.

Experience of Leningrad Oblast Livestock Breeders

Participants in the conference had an opportunity to familiarize themselves with the achievements of leading farms of Leningrad Oblast and with their experience in introducing cost accounting and collective contracts. These achievements are significant. During the past 10 years, the volume of state meat procurement has increased 1.7-fold and of milk procurement 1.6-fold. During the 10th Five-Year Plan and 4 years of the 11th Five-Year Plan, the association of cattle breeding sovkhoses has increased productivity of the dairy herd consisting of 14,000 cows by 800 kg per cow and has exceeded the goal of 5,000 kg of milk a year. A task has been set to achieve yields of 4,000 kg in the oblast as a whole during the years immediately ahead.

Leningrad livestock breeders do not have any special production "secrets." The point is that goal-directed work is being conducted here, which includes a complex of organizational and economic measures that promote increased efficiency of the sector.

This, first of all, is switching production to an industrial basis. Along with construction of complexes, the oblast has widely developed modernization and reequipping of existing farms, and the scale of this work is being constantly expanded. If out of all capital investments allocated in the 10th Five-Year Plan for development of livestock breeding only 34 percent were directed at modernization of farms, then in the 11th Five-Year Plan they already amounted to nearly 70 percent, which has made it possible to bring the level of comprehensive mechanization of dairy farms to 70 percent, of hog fattening farms to 80 percent and of poultry breeding farms to nearly 90 percent. Currently, nearly 60 percent of the dairy herd is located in oblast farms and complexes which use industrial production processes. Labor expenditure per quintal of milk now amounts to 3.4 man-hours.

Something else is also important: young people willingly go to work on farms which use industrial processing methods.

Second, establishing a solid fodder base as a decisive condition for raising livestock productivity has become an important direction. Great attention is being devoted to establishing large fodder tracts around livestock breeding farms and complexes. More than 300 fodder shops, fodder processing centers and installations are operating in the oblast.

All of this is reinforced by skillful use of economic levers in the organization of production and persistent organizational and political work of party committees, soviet and economic organs and leading personnel and specialists.

Cost Accounting is Basis of Contract

T. V. Gusarova, chief zootechnician of the Gatchinskiy sovkhov, stated in a talk with us:

"One cannot work under contemporary conditions on livestock breeding farms in the old way, on the basis of individual piecework. After all, in the present case the basic attention is concentrated on controlling the wages of milkmaids or machine milking operators. But calculated per quintal of milk or livestock gain at present, 65 percent falls to the share of material outlays. They, as is known, depend not only on the work of operators but also on the efforts of the entire collective of a livestock breeding farm, who are performing various technological functions. This is why introduction of cost accounting and of collective contracts on its basis is being put to the forefront. Unfortunately, on farms in some oblasts of the country the contracts are often not supported by planned introduction of cost accounting and therefore do not yield positive results."

Supervisors and specialists of Leningrad party, soviet and economic organs are conducting all work, which is connected with introduction of progressive forms of organization of labor and wages, in organic connection with improvement of the entire production technology on farms.

Here, for example, is the Gatchinskiy sovkhov, whose farms were visited by participants in the conference. It is a leading sovkhov of a similarly named production association which consists of six sovkhoves. They specialize in the production of milk and vegetables. The dairy complex, which has 1,200 cows, has introduced the progressive flow-shop system, under which, depending on the physiological condition of livestock, four shops were formed: milk production, delivery, milk yield increasing, insemination and a shop where cows are prepared for calving.

A 50-man brigade is working at the complex. The wages of each of them depend on the final result--milk production. The task with respect to productivity of cows was set on the basis of the level of the past 3 years. Thus, the annual norm of milk production was determined by taking into account the number of assigned livestock and tasks with respect to their productivity.

Cost accounting tasks for the volume of production output and limits on direct expenses are set for production subdivisions in livestock breeding. Control over fulfillment of cost accounting tasks is conducted in accordance with this.

Furthermore. The annual wage rate fund and the general contract wage fund, which was increased by 25 percent for production, have been calculated in accordance with day wage rates by professions and for the collective as a whole. The collective rate per quintal of milk amounted to approximately R .86. The amount of collective earnings for each month is determined by multiplying the rate by the milk actually obtained with consideration of its richness.

Monthly earnings are distributed among members of the collective by taking into account wage categories, amount of time worked and labor contribution by each toward overall results. For this purpose a standard rate coefficient was established at the complex, which takes into account the level of difficulty of the work being performed. The highest rate coefficient was established for herdsmen of basic dairy herd--1.3, for brigadiers and operators--1.2 and for milk line operators--0.9. Janitors of the complex have the lowest coefficient--0.65.

Work appraisal of every member of the collective (KTU [work participation ratio]) is determined on the basis of several indicators according to a five-point system. At the end of a month the average number of points is calculated, then the number of days worked is multiplied by the standard rate coefficient and the average monthly indicator of work participation ratio. That is the amount of the so-called point-days and the amount of wages calculated for each of them is determined. Work results of livestock breeders are discussed at meetings of labor collectives.

Specialists of the complex have not been included so far in contract subdivisions. But as long as they are participating in reaching contract agreements, they must also be responsible and interested materially and morally for their fulfillment. Work is now being conducted in the sovkhos which is aimed at linking the wages of the entire collective of livestock breeders to final results--production output.

Good results have been achieved in the past 2 years under contract work conditions. Labor expenditures per quintal of milk output have been reduced from 3.8 to 2.3 man-hours. For comparison, let us list the data which was cited at the conference: expenditures per quintal of milk on farms in some oblasts of the country amount to 11-12 man-hours. And this during an extensive shortage of manpower resources.

The whole volume of work at the Gatchinskiy sovkhos is being fulfilled by a collective with 20 fewer workers after it switched to a collective contract. The economic effect calculated per year has amounted to more than R150,000.

Formation of Collectives

A conversation with N. I. Komendantov, general director of the Detskosel'skoye Production Association of Sovkhozes and Hero of Socialist Labor, was interesting.

The Detskosel'skiy sovkhos is a leading experimental-model farm in Leningrad Oblast. It specializes in the production of milk and vegetables. Last year, milk yields calculated per cow have amounted on the average to 5,260 kg. The pledges for the current, the final year of the five-year plan provide for obtaining 100 kg more milk per cow.

In the opinion of the general director, successful introduction of collective contracts in sovkhozes of the association depended in many respects on the level of economic work organization on the farms and adjustment of all elements of cost accounting. The party committee and management have devoted most

serious attention to establishing a regular, united composition of contract collectives. Before switching to the progressive form of labor and wages organization, livestock breeders thoroughly studied the course "Collective Contracts in a Village." Extensive explanatory work was conducted so that formation of contract subdivisions would proceed on a voluntary basis.

A question was raised: Who should head the council of a brigade, which is working according to collective contract conditions? N. I. Komendantov named one of the contract livestock breeding collectives where an ordinary farm worker is chairman of the brigade council. But brigade leaders head brigade councils in many contract collectives. All brigade council members participate in discussion of various questions, especially as regards distribution of collective earnings and thus ensure democratic principles in the management of the brigade's entire production activity.

Many examples of practical work of Leningrad sovkhozes were cited, in which introduction of collective contracts in livestock breeding contributed to a noticeable improvement in production efficiency.

M. I. Belisov, supervisor of a complex financially self-supporting brigade of the Iskra sovkhoz of the Nevskoye Interrayon Production Association, cited data on the work of his collective in fattening cattle. Before switching to contract the brigade had 19 people, but not 15 people are coping with the whole volume of work. The load per operator has increased from 50 to 250 head of livestock. Despite the fact that the pay of brigade members has increased, its share in the structure of expenses calculated per quintal of production has been reduced by almost 30 percent. The annual economic effect from introduction of collective contracts in the Iskra sovkhoz has amounted to R10,000.

Organizational and political work of party organizations has contributed in many respects to the economic successes of Leningrad livestock breeders. During the past few years, many new and effective forms and methods have appeared in their work. Councils of secretaries of sovkhoz party committees, which form a part of production associations, have given a good account of themselves.

A responsible period is currently underway on livestock breeding farms--the wintering of livestock. Agricultural workers of Leningrad Oblast are making every effort to successfully complete this period, to fulfill their five-year plan tasks for the sale of animal husbandry products and to welcome the 27th congress of our party in a proper manner.

Tomsk Zonal Conference

Moscow EKONOMICHESKAYA GAZETA in Russian No 7, Feb 85 p 10

[Article by staff correspondents F. Bogomolov and V. Dubrovin in the column "APK [Agro-Industrial Complex]: Rational Approach to Organization of Production": "Collective Contract for Every Farm"]

[Text] A zonal conference of secretaries and department chiefs of kraykoms and obkoms and chairmen of agro-industrial associations of autonomous republics, krays and oblasts of the

Urals, Siberia and the Far East was held in Tomsk on 7-8 February. It considered questions of broad introduction of cost accounting and collective contracts in livestock breeding and strengthening organizational and political work among livestock breeders in the light of the decisions of the 26th party congress, subsequent plenums of the CPSU Central Committee and Comrade K. U. Cherneko's speeches. A report was delivered by RSFSR Minister of Agriculture V. P. Nikonov.

The conference was addressed by V. A. Karlov, chief of the Agriculture and Food Industry Department of the CPSU Central Committee, A. G. Mel'nikov, first secretary of the Tomsk Obkom, and other party, soviet and economic workers.

Participants in the conference familiarized themselves with the work experience of party organizations of leading farms in Tomsk Oblast in intensification of livestock breeding, introduction of collective contracts and cost accounting and fulfillment of the Food Program.

Participating in the conference were deputy department chiefs of the CPSU Central Committee V. K. Onisovets and Yu. V. Petrov and responsible workers of the CPSU Central Committee, the RSFSR Council of Ministers, the AUCCTU and the All-Union Komsomol Central Committee.

The second zonal conference in Tomsk, following the one held in Leningrad, was devoted to raising the level of economic work in the countryside, active and persistent introducing of collective contracts on farms and strengthening its basis--cost accounting, which are the vital problems of the day.

The following figures were cited. At the present time, approximately 84,000 production subdivisions--nearly 2.5 times more than in 1982--are working according to contracts in livestock breeding in the Russian Federation.

Painstaking Work is Necessary

In the Ural zone, Siberia and the Far East, this progressive form of labor organization and wages has been widely disseminated on the farms in Tomsk, Chelyabinsk, Orenburg and some other oblasts. Their experience proves that introduction of collective contracts requires painstaking and goal-directed work of party organizations, agro-industrial associations and supervisors and specialists of kolkhozes and sovkhozes.

A convincing confirmation of this was the speech by Tomsk Obkom First Secretary A. G. Mel'nikov. During the past several years, the problems with respect to improving organization of labor and wages have been repeatedly discussed at plenums and buros of the obkom and raykoms in the oblast. A plan of organizational and economic measures, which promote introduction of contracts, has been confirmed and is being implemented. Basic farms have been assigned in all rayons to master progressive forms of labor organization and stimulation in practice.

Forty-five percent of all farm workers, who take care of nearly two-thirds of all cows, hogs and poultry, are now working according to contracts in livestock breeding in the oblast. Along with other measures, this has made it possible to considerably increase the output volume of animal husbandry production and to raise its efficiency. During the 4 years of the current five-year plan, the state procurement plans for meat were exceeded by 3 percent, for milk by 4 percent and for eggs by 6 percent.

A distinctive agro-industrial belt has been created around the oblast capital, which includes three poultry farms, a complex for fattening 108,000 hogs, several large dairy farms with a total of 8,200 cows and a hothouse combine with an area of 30 hectares. This has made it possible to ensure requirements of the oblast in basic kinds of agricultural products.

Successful introduction of collective contracts is facilitated to a considerable extent as a result of the shift by many farms to flow-shop technology in the upkeep of the dairy herd as well as modernization of livestock barns, in the course of which the level of mechanization of production processes is raised.

In analyzing the quantitative growth of contract subdivisions, participants in the zonal conference also strived to provide a qualitative appraisal of their activity.

Practical work of the majority of livestock breeding farms has confirmed the effectiveness of introducing collective contracts on farms. But a mandatory condition for it to exert a proper effect, is that cost accounting must be organized properly and not in a simplified manner, when subdivisions are assigned tasks for production output alone.

The importance of preparatory work in switching livestock breeders to collective contracts was convincingly demonstrated by I. V. Pan'kin, chief of the Propaganda and Agitation Department of the Sakhalin Obkom.

"In organizing work aimed at providing ideological support for introducing collective contracts, party organizations are striving, first of all, to help people to gradually overcome the arising psychological barrier on the way to clear understanding of the essence of a brigade contract and the advantages that its introduction provides."

The entire system of economic education and training is oriented toward achieving this goal. Ninety-nine communist labor schools have been organized on farms as well as 35 schools of applied economics and 6 economic seminars. The course "Collective Contracts in a Village" has become a leading one in the economic training system. This year, 76 percent of all workers in livestock breeding are studying it.

Eliminate Shortcomings in a Resolute Manner

As pointed out in the addresses by participants in the conference, one of the serious shortcomings, which reduces the effectiveness of a collective contract, is the formalistic approach to organization of brigades and links. Kurgan Oblast

was named, where some farm supervisors have attempted to introduce collective contracts by using administrative methods. In Belozerskiy and Polovinskiy rayons, for example, many links and brigades on livestock breeding farms were ordered to be included in contract subdivisions without the elementary conditions which are necessary for work according to a new method. As a result, according to reports by supervisors, though these subdivisions are listed as contract ones, they work as before. There are no agreements with sovkhos administration and kolkhoz management. That is why measures with respect to mutual duties and responsibilities for final production results have not been determined.

The experience of many farms confirms that the mutual calculations checking system is the most effective means of control during cost accounting. Its essence consists in that every cost accounting subdivision is issued limit books for wages, fodder and other expenses. By using this system it is possible to find out on a daily basis how many funds have been expended and how many remain in a contract subdivision. Direct control is implemented here, and every worker knows well that he will receive material compensation for the economized funds, that is, he is interested most directly in thrift and economy.

Cost accounting and collective contracts are successfully introduced, first of all, in places where constant attention is being devoted to these questions by party organizations and soviet and economic organs. This is testified to by the work experience of kolkhozes and sovkhos of Altay Kray, which was described at the conference by M. I. Strebkov, council chairman of the Smolenskiy RAPO. Schools of leading experience in introducing cost accounting and collective contracts have been organized here on the basis of best farms and are operating regularly. Last year, 4,200 collectives have worked on the basis of contracts in livestock breeding with pay for final results. They took care of 49 percent of all cows, 29 percent of cattle which were being fattened, 42 percent of hogs and 69 percent of sheep.

Livestock Breeders of Tomsk Oblast

Participants in the zonal conference were provided an opportunity to familiarize themselves with the work experience of contract subdivisions of livestock breeders directly on farms in Tomsk Oblast. L. I. Sosnyakov, director of the Oktyabr' sovkhos in Tomskiy Rayon, and Z. G. Nikitina, mechanical milking operator and Hero of Socialist Labor, described the features of the collective contract at the farm's dairy complex. The point is that it is precisely on the dairy farms, where there is distinctive technology in the upkeep of livestock and milk production, that contracts are still being introduced slowly. Therefore, the interest of conference participants in the experience of Tomsk Oblast livestock breeders was readily understood.

The flow-shop milk production technology was introduced at the Zorkal'tsevskiy dairy complex of the Oktyabr' sovkhos, that is livestock are quartered in every shop with their physiological condition taken into consideration. Such technological specialization, in the opinion of sovkhos supervisors and specialists, has facilitated introduction of a collective contract. The brigade

of the complex consists of several mechanical milking operator links, all workers who operate production equipment. The brigade gets an annual cost accounting assignment, which is divided by months. Brigade council members participate in its development. The contract agreement, the order for determining work participation ratio and the final product rate are discussed with sovkhos management at a general meeting of the labor collective of the complex.

Brigade members receive R3.08 per quintal of milk in winter and R2.52 in summer. This year's pledges call for increasing the average annual milk yield per cow to 3,500 kg.

Specialists of the complex are not included in the brigade which is working on the basis of a contract. Mechanical milking operator Z. G. Nikitina said in her conversation with us that specialists should also be included in the contract subdivision. Something like the following occurs at present: operators, for example, ask a zootechnician to eliminate some shortcomings in production. He promises to adopt measures, but quite often very much time is involved in this without justification.

"But if he was included in the contract subdivision and his wages depended directly on the brigade's final results," Z. G. Nikitina said, "then the specialist would rush to eliminate arising defects."

Conference participants have also visited the farms of the Tomskiy sovkhos and the Imeni 50-letiya SSSR sovkhos. N. I. Masalykina, economist of the Imeni 50-letiya SSSR sovkhos, described in detail the contents of the cost accounting assignment of the dairy farms which switched to collective contract. The order for determining work participation ratio here is of interest. Individual groups of livestock are assigned to mechanical milking operators and an average farm milk production norm is established. In determining work participation ratio not only the quality of labor of every operator is taken into account but the achieved level of livestock productivity as well. If it is lower than the average farm one, the work participation ratio indicator is reduced, and it is increased when productivity exceeds the average farm level.

Supervisors and specialists of the sovkhos are making preparations for introducing the calculations checking system of the farm's contract subdivisions. This is one of the effective means aimed at efficient utilization of physical and manpower resources. It would be expedient to master this system at one of the basic farms in every rayon, so that it can be widely introduced in all kolkhozes and sovkhos later by taking accumulated experience into account.

Livestock breeders of Tomsk Oblast are making every effort to conduct livestock wintering successfully. During the past few months of winter, livestock productivity was somewhat higher compared with a similar period of last year. And in the country as a whole, despite all difficulties, the output and procurement of animal husbandry products has increased in 3 months of the wintering period compared with a similar period of last year. It is important now to consolidate and increase the achieved results.

LABOR

ENTERPRISE MODERNIZATION, WORKPLACE UTILIZATION VIEWED

Moscow PLANOVoye KHOZYAYSTVO in Russian No 11, Nov 84 pp 74-81

[Article by Professor V. Krasovskiy, doctor of economic sciences; sector chief, Institute of Economics of the USSR Academy of Sciences; and L. Fridman, candidate of economic sciences: "Technical Retooling of Production and the Utilization of Workplaces"]

[Text] At a meeting with workers at the Moscow Sickle and Hammer Metallurgical Plant, K. U. Chernenko, general secretary of the CPSU Central Committee, noted: "In the present stage, special significance is acquired by the technical retooling of branches, by the introduction of the latest attainments of science and progressive know-how. This is an urgent demand of the time or, one might say, the command of the epoch. Another reason why it is urgent is that in the existing demographic situation, we can no longer count on the same influx of labor resources as in the past...One of the most important avenues to the solution of this key problem is the reconstruction and renovation of fixed capital."

The reconstruction and technical retooling of enterprises occupy an important place in capital investment plans. Reconstruction and technical retooling facilitate maximum coordination of capital investments and planned increases in output. However, certain features of this process and certain difficulties associated with the new demands that are made on its effectiveness, on time limits, etc., have come to light of late.

Unlike earlier reconstruction of enterprises, the present emphasis is not so much on the expansion of their capacities as on expanding their product mix, increasing the production of new products and introducing more sophisticated technology making it possible to improve the quality, efficiency and service life of the product.

Today, there is increasing emphasis on reconstruction not to create new workplaces, but rather to expand service zones and to automate and mechanize many types of work, especially auxiliary, strenuous and hazardous work, thereby making it possible to expand production without increasing the size of the work force.

Plans for the reconstruction and technical retooling of enterprises continue to stress scientific and technical production services, the establishment and enlargement of experimental shops, test rigs, laboratories, automated control systems, the normalization of the ecological situation at enterprises, the utilization of by-product components of raw materials, the creation of the necessary microclimate in shops, etc. The plant infrastructure is now more fully coordinated with the general regional or urban infrastructure and with plant services of other industrial enterprises in a given area. All this means that construction and repair subdivisions of existing enterprises must be made more interested in performing reconstruction work.

Studies of newly activated capacities resulting from the reconstruction of existing enterprises and from new construction reveal that gross output per worker is 50 percent higher and the output-capital ratio is 86 percent higher at rebuilt enterprises than at new enterprises. The cost of rebuilding and expanding enterprises is recouped in 2.7 years on the average--a half year earlier than for new construction.

Bashkiriya's oil refining and petrochemical industry has realized a major effect from the reconstruction and expansion of existing enterprises. It has spent more than 100 million rubles on the replacement and modernization of thousands of obsolete machines. As a result of the expansion of capacities, oil refining and the production of oil, mineral fertilizers, polyethylene, and butyl alcohol has been in such a volume as might have been produced by a new oil refinery.

Unfortunately, in the reconstruction process there frequently arise complexities that hinder the normal operation of enterprises and construction subdivisions. Builders are reluctant to perform reconstruction work since the conditions are more complex and the volume of construction and installation work is smaller than for new construction. For this reason, it is advisable to develop measures and appropriate norms that will make construction organizations equally interested in new construction and reconstruction. The norms must take into account the crowded conditions of [re-] construction work and the interruptions associated with the technological flows of ongoing production.

Builders should receive additional pay for working under adverse conditions. It is not appropriate to base their pay on the volume of construction and installation work because the volume will not be large.

In this regard, it is obviously essential to revise the forms of construction organization that developed back in the thirties, when all efforts were directed toward new construction and the establishment of large construction contractor organizations. Under present conditions, it is important to raise the significance of scientific, design and project-planning organizations in the investment process. Thus, for example, reconstruction work in the Ministry of the Electronics Industry is carried out in close contact with technological and research offices; the ministry has instituted the so-called modular method which calls for new technological modules to be introduced in stages together with all auxiliary services thereby facilitating the accelerated activation of a project.

The capacities of many repair organizations established in recent years in technically well equipped branches of industry (ferrous metallurgy, petrochemical industry) that have large reserves are not fully utilized even though the funds allocated for capital repair are 25-30 percent of the total volume of capital investments. At the same time, technical retooling and modernization of existing enterprises have been more and more frequently combined with capital repairs. The modernization of enterprises by territorial construction organizations: they do not have a great measure of work experience in this area. Such work is more appropriately performed by construction-repair organizations and their potential should be taken into account in the process of compiling plans for the entire investment complex.

We believe that in order to accelerate the technical retooling of enterprises, some machine building associations should be given the responsibility of delivering equipment packages. Interesting experience in this regard has been amassed by the Ministry of Chemical and Petroleum Machine Building, which has organized the production of equipment packages, including apparatus, mechanisms and instruments manufactured by other ministries, and their delivery to building sites. The ministry bears responsibility for the technical level, quality and reliability of the equipment.

With the increasing complexity of new equipment installation and the more frequent replacement of one model of machinery by another, machine building is coming to play a substantially greater role in the establishment of new enterprises. Nonetheless, many of its branches still have not restructured their work in accordance with the demands of scientific and technical progress. Machine building and the construction industry have not yet made the transition to the new system of planning (based on the activation of production capacities and facilities). As a rule, the product of machine building is considered to have been realized [realizovannaya] when equipment is shipped to the customer or to agencies of USSR Gosstnab, irrespective of whether it is installed or warehoused. However it is impossible to install, adjust and start up equipment without the direct participation of machine building plants. The role of machine building in the investment process must be raised through its participation in the adjustment and start-up of installed equipment. It is also essential to raise the responsibility of machine building for the quality and technical level of the active part of productive fixed capital and especially for seeing to it that equipment is put into operation on schedule.

Equipment accounts for approximately 41 percent of all productive capital investments. If installation cost is added to equipment cost, the share of equipment in productive capital investments will be in excess of 50 percent. Equipment costs are still higher in some branches. For example, in instrument building--53 percent; in the electrical equipment industry--52 percent; and in certain subbranches of machine building--55 percent.

Project-planning and research organizations, which actively participate in the elaboration of questions pertaining to capital construction, are called upon to play an important role in this process. We can cite as an example the Ministry of the Chemical Industry's project-planning organizations which have for a long time been responsible for developing and submitting to

Soyuzglavkomplekt [Main Administration for the Procurement of Equipment, Instruments, Cable, and Other Supplies for Especially Important Construction Projects in the Coal, Oil and Other Branches of Industry under USSR Gosplan] specifications and other technical documentation required to order equipment, supplies and materials for enterprises under construction. The delivery of equipment packages with the participation of project-planning organizations will reduce the volume of technical documentation submitted for approval since the procurement organization will have the documentation that was previously used to ship such equipment and there will be no need to prepare such documentation a second time.

In some instances, a separate distinction is made for project-planning work and this work is paid for after it is entirely completed. Such experience has been amassed in roadbuilding, pipelaying, and certain other types of construction.

Many machine building associations established on the basis of large enterprises could assume the functions of general contractor since the machinery produced by them is the most important part of the newly built enterprises. At the present time, only a few machine building enterprises participate in the installation and start-up of the sophisticated equipment produced by them. Among them: turbine plants and some chemical machine building enterprises. But such progressive investment service practice should also be extended to other machine building enterprises. In such a case, construction organizations would play the part of subcontractors. Machine building associations could deliver equipment packages to the construction site; could adjust and test the equipment; and could turn the ready-to-operate plant or complex over to the client. This would improve supply and planning as well as the organization of the investment process in general.

The question arises as to the establishment of special construction associations for preparing and laying out industrial and urban areas and for preparing the "zero cycle," i. e., for preparing a construction infrastructure similar to Glavmosinzhstroy [Main Administration for the Construction of Engineering Structures in the City of Moscow].

The acceleration of developing new enterprises and production capacities is an important reserve for reducing the duration of the investment cycle in general. According to the norm, it is supposed to last from 1 to 3 years, but in reality it lasts substantially longer. Some scientists propose increasing the period of development of new enterprises and production capacities to 6-7 years. Such a formula of the question would not appear to be entirely correct. The primary concern should be the careful study of any violations of normative time of development. Bashkir SSR scientists have performed useful work in this regard within the framework of the Scientific Council on the Effectiveness of Capital Investments. In their opinion, the development of projects embodying new technology is as a rule held up by individual "difficulties." Thus, 23 months were spent on improving certain elements of a gas oil vacuum hydrocracking unit while the development of the entire average daily capacity took only 15 days. The development of new units should be organized and special recommendations on their testing and debugging should be made beforehand. Large reserves for curtailing the duration of the investment

cycle are not utilized as a result of the failure to address these problems in the stage of osvoyeniye of new production capacities.

Deviations from the system of comparable prices in economic practice are observed in the group of investment (capital-forming) branches. Stable (comparable) prices in capital construction include prices not for the final product (the enterprise with a certain output volume, etc.), but rather for the intermediate product (m^3 of excavation work, brickwork or reinforced concrete work; m^2 of plastering work, etc.). As a result of the use of such "stable" prices, the unit cost of a capacity may grow in such a way as to become incomparable with the cost of previously built facilities.

The rise in the cost of construction and installation work, that occurs even when calculations are made in stable prices and estimated norms, is the result of the attempt to make them more material-intensive. The costlier the construction materials and components, the higher the wage fund and profits that are planned for construction and installation organizations. At the same time, the volume of project-planning work is determined according to the scale of construction and installation work contained in the project, thereby encouraging project-planning organizations to increase the cost of the projects planned by them. The existing system of economic incentives and performance evaluation for builders and designers motivates them to increase the cost of construction projects--a fact that is also reflected in the lowering of the output-capital ratio in the national economy.

The use of heavy components, especially reinforced concrete components which account for 35-40 percent of the cost of all construction materials used, in construction is primarily due to organizational factors since 96 percent of all prefabricated reinforced concrete components are produced by enterprises belonging to construction ministries operating on a contract basis. In a number of cases, the prices on prefabricated reinforced concrete ensure a relatively high profitability. In turn, the cost of reinforced concrete is counted toward the fulfillment of the plan for construction and installation work, which also promotes the widespread use of this material. The development of the production of cast-in-situ reinforced concrete is being held back even though it would mean a saving of up to 25 percent in metal and concrete and the significant lowering of construction costs.

Interbranch and branch technical retooling plans are the basis for determining the sequence of the corresponding measures, their effectiveness, the time when they are to be implemented, and the material supplies that will be needed, which are coordinated with production plans. Machine building must take into account the particular features of technical retooling and reconstruction of enterprises and, in addition to producing large, new machines, must also produce small machines and transport devices for existing enterprises.

The reduction of capital construction time and the duration of the investment process facilitates the consolidation of individual stages of capital construction--design, construction, and development, as confirmed by the

experience of the Volga Auto Plant. "Turnkey" projects substantially reduce the time of osvoyeniye of new enterprises and installations since their norms can be reduced in such a way as to allow only short pre-start-up and start-up periods not to exceed 6 months.

There is a need for official instructions on penalties to be invoked against those responsible for cost overruns and for failing to put facilities into operation on schedule. These demands essentially mean orienting all participants in the investment process toward the final product in the form of ready-to-operate facilities and capacities rather than toward gross indicators of the volume of construction and installation work.

The key problem confronting the national economy is to make social production more effective and intensive: to increase production and improve product quality through the rational use of existing production capacities, the prompt renovation of equipment, and the introduction of advances in science and technology. In order to carry out the indicated measures, present forms and methods of planning capital investments and the organization of construction must be brought into line with the needs of the developing economy and the demands of investment policy.

When the growth of productive fixed capital is not balanced with the dynamics of labor resources, the output-capital ratio in the national economy declines. Economics literature has usually listed the relocation of the extractive branches and power production to the east, environmental protection costs, the cost of mechanizing manual labor, etc., as factors contributing to the lowering of the output-capital ratio. At the same time, it has not devoted sufficient attention to the workplace-manpower balance even though this factor is one of the principal obstacles to the total utilization of productive fixed capital.

The lowering of the output-capital ratio is impossible without the constant growth of capital investments to sustain the corresponding level of production. For example, the lowering of the output-capital ratio by four points a year is the equivalent of more than 40 billion rubles in additional capital investments, which is 10 percent of the national income and one-third of the capital investment fund or approximately 40 percent of the accumulation fund. Irrational capital investments generate the additional, subsequent need for new capital investments, which appreciably limits the possibility of growth of the consumption fund and the production improvement and renovation fund.

The December (1983) Plenum of the CPSU Central Committee had words of high praise for the experience of the Dnepropetrovsk Combine Plant im. K. Ye. Voroshilov in increasing the return on capital and in increasing the effectiveness based on the certification of workplaces. This experience has been recommended for widespread introduction in production associations and at enterprises in industry.

The Dnepropetrovsk plant did not confine its effort to the passportization of workplaces according to the level of labor mechanization and the development of manual labor curtailment programs, but certificated workplaces with due

regard to standard designs, labor organization charts, and modern technical, economic, sanitary-hygienic, and other demands. This was the basis for the development and implementation of measures to raise the organizational and technical level of workplaces thereby making it possible for the plant collective to modernize 36 workplaces and to eliminate 567 obsolete workplaces, including 125 with strenuous and hazardous working conditions, in the last 3 years. The plant organized 367 highly productive workplaces and reduced the size of the work force by 282 persons. During this time, the plant's output in the same production area increased by 30.6 percent, while labor productivity increased by 38 percent.

Leningrad machine building enterprises have also amassed interesting experience. All highly productive equipment in production involving intermittent technological processes was converted to two- and three-shift operation while relatively unproductive equipment was taken out of operation. As a result, the shift coefficient at enterprises rose from 1.29 to 1.5 in recent years, including 1.9 and 2 for mechanized and automated lines and 2.78 for forges and presses. The number of repair personnel was reduced.

The development of a state system for the certification and rationalization of workplaces can become a principal basis for increasing the effectiveness and improving the utilization of productive fixed capital.

In agreement with the AUCCTU, the USSR State Committee for Labor and Social Problems recently ratified the Temporary Interbranch Recommendations on Workplace Certification in Industry. They call for the comprehensive evaluation of every workplace, for seeing to it that it conforms to normative demands, to progressive experience with regard to technical-economic and organizational-economic levels, working conditions and safety engineering. The result is the evaluation of workplaces corresponding to the established requirements and the identification of superfluous workplaces to be excluded from productive fixed capital. The methods contained in the recommendations can be used in the certification of workplaces of all categories. The workplace utilization evaluation takes into account the number of shifts, the number of jobs continuously assigned to each workplace, their labor-intensiveness, and the daily employment time of equipment and workers.

The UkrSSR State Committee for Labor and Social Problems and the Economics Scientific Research Institute of UkrSSR Gosplan have made interesting recommendations on the accounting and balance of workplaces and manpower at enterprises. The recommendations correctly state that workplace accounting serves as initial information for setting manpower ceilings, for developing manual labor curtailment measures, for planning the establishment and retirement of workplaces, and for determining the requisite amount of capital investments.

Under the conditions of the intensification of the economy, it is very important to obtain the fullest return on workplaces because this is an indicator of the effectiveness of utilization of the nation's vast economic potential. The renovation and technical retooling of continuously active productive fixed capital are among the main directions of the CPSU's investment policy. At the meeting with workers at the Moscow Serp i Molot

Metallurgical Plant, Comrade K. U. Chernenko pointed to the need for the speedier compensation of outlays on the development of new capacities: "A good manager of production makes every ruble turn over in a short period of time and produce growth. In a word, he makes it work."²

The workplace-manpower balance actively influences all reproducible proportions in the national economy. At the same time, the workplace-manpower balance is part of the general balance in which the action of reproductive proportions (material, financial, material-financial) and the action of the existing economic mechanism intersect.

The workplace-manpower imbalance is ambiguous. On the one hand, there is not enough manpower to fill the existing workplaces; on the other hand, enterprises have a hidden manpower reserve.

The manpower shortage is in large measure due to economic causes, including the failure of planning and management to consider the social and economic conditions underlying the formation and utilization of manpower. One of the factors perpetuating the manpower shortage is the stable orientation of ministries and departments toward the growth of productive fixed capital primarily through the creation of new enterprises and the expansion of existing enterprises without regard to the possibility of supplying them with manpower. The expansion of enterprises makes it possible to raise their prestige and to preserve or raise the wages of the work force. Enterprises are more interested in being expanded than in being rebuilt since reconstruction presupposes their being closed down, usually for an extended period of time, which will be reflected in the fulfillment of the plan. Having financial resources at their disposal, ministries are not always able to provide rebuilt enterprises with the necessary materials. They count on obtaining the necessary funds for new construction in the future.

The particularly rapid growth of workplaces is seen in machine building and machine tool construction branches. The number of machine tools, forges and presses in our country has increased more than 2.5 fold in the last 16 years, including a 4 fold increase in machine building and a 2.7 fold increase in other branches.

The growing trend toward self-sufficiency in all branches of the economy is also contributing to the creation of new, understaffed workplaces. Owing to the difficulty of obtaining spare parts, the lack of guaranteed service, and the insufficient reliability of production equipment, customers are compelled to set up additional shops of their own for the production and repair of equipment. The inventory of metalcutting machine tools in the machine building sector of non-machine building ministries has grown at an appreciably more rapid rate than the equipment inventory in the machine building and metalworking branch. By the beginning of 1980, 44 percent of all metalcutting machine tools and 42 percent of the forges and presses belonged to the non-machine building inventory of metalcutting equipment. This is more than the total number of machine tools in U. S. machine building and metalworking. However the product is frequently inferior in quality and costs more.

Occasionally, obsolete enterprise construction plans are used that permit the use of manual labor in individual operations. The insufficient production of equipment required for the modernization of production, including the total mechanization of ancillary and auxiliary work, impedes the curtailment of manual labor.

In accordance with the decree of the CPSU Central Committee and the USSR Council of Ministers "On Improving Planning and Strengthening the Influence of the Economic Mechanism on Increasing the Effectiveness of Production and Improving the Quality of the Work," a new indicator--curtailment of manual labor--is ratified in five-year plans. While under the 10th Five-Year Plan, a mere 60,000 persons a year were released from manual work as a result of the outfitting of industrial enterprises with modern equipment, under the 11th Five-Year Plan the labor of 1.8-2 million persons will be mechanized.

The level of mechanization and automation of the basic production processes in industry has been rising for many years whereas auxiliary work, in which most manual workers are concentrated, is being mechanized at a slow rate. Measures to mechanize manual labor must be carried out steadily and consistently, especially where there is heavy physical, semiskilled and monotonous labor.

Shortcomings in material-technical supply have a negative impact on labor discipline. Thus, 62 percent of the construction workers attribute violations of labor discipline to late deliveries of construction materials, components and mechanisms. After brigades have been idle due to no fault of their own, the administration frequently assigns them to overtime work, which does not help to strengthen order, but generates irresponsibility and a lack of discipline.

The imbalance of workplaces and manpower also lowers the shift coefficient. At the present time, it averages 1.3 at machine building and metalworking enterprises; plans call for a normative shift coefficient of 1.8.

The surplus of workplaces also slows down the introduction and assimilation of new technology. For example, some numerically controlled machine tools are operated in only one shift. Understaffing is the reason why capacities put into operation long ago as well as new enterprises are not utilized to the fullest. Available labor and material resources should be redistributed from enterprises with obsolete equipment to enterprises with a high organizational and technical level. This will make it possible to utilize capacities at progressive enterprises to the fullest and to rebuild those that are in need of reconstruction.

A higher degree of balance of workplaces and manpower depends on increases in capital investments as well as increases in quantity and improvements in the quality of new machinery used for the technical retooling of existing production. The reconstruction of enterprises should precede their expansion. Reconstruction makes it possible to use released cadres to staff new workplaces as well as second and third shifts, i. e., to use highly productive equipment effectively.

FOOTNOTES

1. K. U. Chernenko, "Rech' na vstreche s rabochimi Moskovskogo metallurgicheskogo zavoda 'Serp i molot' 29 aprelya 1984 goda" [Speech at a Meeting

With Workers at the Moscow Sickle and Hammer Metallurgical Plant on 29 April 1984], Moscow, Politizdat, 1984, p. 5.

2. Ibid., p. 8.

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LABOR

WHITE-COLLAR WORKERS' ROLE IN OVERALL PRODUCTIVITY VIEWED

Moscow SOTSIALISTICHESKIY TRUD in Russian No 11, Nov 84 pp 29-35

[Article by Professor G. Slezinger, doctor of economic sciences: "The Labor of White-Collar Workers: Reserves of Economy and Effectiveness"]

[Text] First of all, it should be noted that the "white-collar worker" concept is substantially broader than many people believe. The white-collar worker is not only a rank-and-file administrative worker, an "office worker" or a technical executor. Managers of all ranks, all representatives of the intelligentsia and people engaged in mental work in one or another branch of the national economy are also white-collar workers. This is specifically the general definition of "white-collar worker" in basic normative documents: the Standard Nomenclature of White-Collar Positions [Yedinaya nomenklatura dolzhnostey sluzhashchikh] and the Skills Manual [Kvalifikatsionnyy spravochnik] ratified by Goskomtrud [State Committee for Labor and Social Problems] and AUCCTU as far back as 1967. Naturally, such an approach necessarily presupposes the differentiation of various categories of managers, specialists (including engineering and technical personnel) and technical executors. Nevertheless, in practice, in certain normative acts, and in statistical documents, one finds a narrower interpretation of "white-collar worker," that finds reflection in such phrases as "ITR [engineering and technical personnel] and employees " and "managers, engineering and technical personnel and white-collar workers." The correct interpretation of these concepts is of both methodological and practical significance. If various categories of personnel are incorrectly identified and if they are assigned different significance and legal status, this will inevitably lead to disproportions in the skill structure of cadres in practice and in the remuneration of their labor and as a consequence to their improper utilization. Therefore it is probably appropriate to introduce everywhere and strictly observe the basic principles of normative documents adopted in 1967 and to make appropriate changes in existing forms of statistical accountability.

The attainment of the most party's most important objectives--substantial growth of labor productivity, improvement of product quality, reduction of production costs--depends in large measure on the activity of white-collar workers. The question naturally arises: how many and what kinds of white-collar workers are needed at all levels of management and in all links of the

national economy? What should they do in the sectors assigned to them? What methods and technical means should they use to secure steady improvement of the end results of the activity of labor collectives? All this is especially important in connection with the fact that the party is now posing the task of substantially reducing management size and costs.

In order to answer these questions, let us attempt to determine criteria for evaluating the labor of white-collar workers--economy and effectiveness. How do these concepts relate to one another? Can they be manifested independent of one another or are they reciprocally conditional. It is difficult to imagine an economy that does not produce an effect. However, this can happen if those interested in the economy are not very concerned with the effect. This is what happens, for example, when the size of management is mechanically reduced, when the eliminated jobs are preserved under different names. Naturally, this does not produce an economy, but instead usually results in higher costs. Thus a false economy does not produce an effect.

In our view, it is still less likely that an effect can be attained without an economy. Any manner of excesses only complicate the organizational structure, make it less efficient, and detract from enterprises' performance. It follows from this that the economy problem cannot be examined narrowly and onesidedly, which is unfortunately characteristic of existing attempts to curb the size of management.

Thus, no matter what problem we address regarding the labor of white-collar workers--its organization and mechanization, its norming and stimulation--it must be viewed from the standpoint of identifying and using reserves for economy and effectiveness. Only such an approach can reduce the number of white-collar workers and thereby attenuate the manpower shortage on the one hand and increase their influence on the end results of the work of each labor collective.

With each passing year, it becomes more and more obvious that we must develop an effective system that would not permit the formation of unduly large staffs. The existing procedure for establishing maximum allocations and targets to reduce the size of management no longer meets modern demands. Low-paying positions for technical executors [tekhnicheskiye ispolniteli] have almost disappeared from staffing schedules. But there is no shortage of artificially introduced slots for "engineers," "senior engineers" and "chiefs" of contrived subdivisions. And all this is done to raise the pay of needy (and sometimes not so very needy) personnel. The result is that in some organizations there are several "chiefs" for every executor [ispolnitel'].

The existing procedure does not concern scientists working in the production preparation sphere at all. As a result of the growth of the network of NII's [scientific research institutes, KB's [design bureaus], project-planning, and other organizations in recent years, the number of specialists employed in them has grown significantly but the effectiveness of their utilization leaves much to be desired. Ad hoc layoffs of personnel in this category by directive, however, do not solve the problem.

There is yet another important aspect. The target of reducing the number of managerial personnel frequently prompts enterprise and organization managers to increase the number of other personnel and to institute vacant positions in order to be able to report the fulfillment of targets. The very ephemeral, dubious and in many cases fictional economic effect also has a negative moral impact: people consciously resort to deception or else are reconciled to it. Many other shortcomings in the existing practice of reducing the size of management could also be mentioned.¹

In our view, under these conditions the only correct path is to opt for the normative method of planning the number of white-collar workers and to stimulate their labor with a smaller staff. Accordingly, each ministry or department should be assigned long-term planned norms (e. g., for the 12th Five-Year Plan) for the total number of white-collar workers, including the number of scientists per 100 blue-collar workers and in management--per 100 personnel in all other categories, including blue-collar workers. They must be based on the analysis of the number of white-collar workers (taking into account the level of a branch's technical, organizational and socioeconomic development and the existing normative base), on its comparison with allied branches of the national economy, and the ascertainment of its influence on labor productivity and the effectiveness of production. Within the limits of approved planned norms of ministries and departments it would be possible to plan the number of white-collar workers and the wage fund of these workers for enterprises and organizations and to draw a distinction between scientists and managerial personnel on the basis of calculations submitted by them according to branch and interbranch norms. Naturally, in the process of devising norms, the existing state of affairs and progressive know-how should be taken into account. We must prevent the recurrence of a situation in which the introduction of norms was accompanied by the discovery of the need to increase the size of the staff even though the existing staff had heretofore coped with their functions.

The normative method should be brought to the level of subdivisions so that it could be used to build staffing schedules, to determine the saving of wages and to develop incentive systems. With the transition to this method, enterprises and organizations will no longer have to be assigned mandatory targets for reducing the size of management and the cost of its maintenance. They will be entitled to use the saving resulting from the reduction of the actual number of white-collar workers compared with the norm to raise salaries and to use other kinds of material incentives based on the results of their certification.

The normative method of planning the number of white-collar workers and incentives to operate with a smaller staff is accompanied a substantial change in the character of oversight over the observance of staff discipline. The legalization of the method should raise the role of the overseer who will occupy a very definite place in the economic mechanism and ensure the correspondence between the white-collar staff and the demands for economy and effectiveness.

In our opinion, we should institute everywhere a procedure such that a person can be assigned to a staff position only if the duty instructions specify his obligations and the degree of responsibilities and the rights that are vested in him. To white-collar workers, duty instructions are the norm that governs their labor and are their labor contract with management. Many object to such regulations on the grounds that they can allow personnel to refuse assignments not specified in the instructions. But this objection is easily refuted if the nature of such assignments is clearly indicated based on the worker's occupational specialty and the possibility of workers to perform multiple jobs. The degree of regulation may vary. It may reach the maximum for technical executors and the minimum for managers. This is how it is at VAZ [Volga Auto Plant] and other leading enterprises. This document will be more effective if it indicates the amount of time (if only approximately) is allotted for the performance of a given obligation. It is always possible to check to see how a person is coping with his obligations and to make his certification better substantiated.

We know that white-collar workers spend a great deal of time preparing various kinds of documents and reports and in meeting and conferences. The tendency to play it safe, to amass the greatest amount of information possible, which becomes redundant, makes itself known here. The result is superfluous reports and superfluous meetings. All this paperwork and all these meetings make it appear that people are "up to their ears in work" even though their efficiency is almost nil because very often the requested information is not used in drafting and implementing decisions. This circumstance inspires some specialists to even propose the institution of payments for rendering above-norm information services to organizations requesting information from enterprises, which is especially important to the strengthening of their cost accounting. Then, artificially generated "information noise" might be slightly damped and the labor of white-collar workers might be directed toward increasing the effectiveness of production and improving the quality of work. For example, the reduction of paperwork in the "Bratsk Timber Industry Complex" Production Association alone means an annual saving of 163,000 man-hours. In our view, every year the content of functions and work performed by white-collar workers should be reviewed and all redundant operations, information and documents should be eliminated.

In other words, we are talking about a kind of certification of the content of work for each position and the ways and means of performing them. It seems to us that this corresponds in significance to the present certification of workplaces.

One of the most important and radical ways of effecting the continuous reduction of the requisite number of white-collar workers while simultaneously improving their performance is the mechanization and rationalization of mental work processes based on the total utilization of computers and office and business machines. Much has been done in this direction in recent years. The need for microcalculators has now been satisfied for the most part and the production of the more progressive types of communications equipment and a number of models of documentation equipment has been mastered. And nonetheless, there are still not enough high-quality technical devices. And

the ones that are available, especially the expensive devices, are not used effectively.

In our view, under the 12th Five-Year Plan and in the subsequent period, we must substantially increase the production of automatic writing devices, dictating machines, copiers, portable computer systems, terminals (displays), document retrieval and correspondence processing systems, as well as comfortable furniture and equipment made of standardized elements, and various means of small-scale mechanization and rationalization in order to completely satisfy the needs of enterprises and institutions for them (taking deliveries from CEMA countries into account) in accordance with standard designs and norms. We must also substantially expand the scale of development and utilization of automated workplaces (ARM's) for managers and specialists, using decision optimization means based on minicomputers. Automated systems must be designed at the same time that the organization of the labor of a given category of personnel is planned. Thus automated design systems (SAPR's) are used in standard NOT [scientific organization of labor] decisions in design subdivisions established by the Scientific Research Institute of Labor in conjunction with the Moscow Aviation Institute. In our opinion, this must find reflection in duty instructions and must be taken into account in the process of fixing time norms.

It seems to us that VUZ and technicum students should be trained in the use of modern technical means. In our view, enterprises and institutions should organize special training courses in progressive work methods using automated systems and technical means. It would also be feasible to make it a practice to reduce the number of various categories of personnel within a certain period of time after technical means have been put into operation (depending on their characteristics and cost). It would also make sense to reward personnel who are making effective use of modern technology. The time has obviously come to establish interbranch and branch norms governing the supply of technical means to enterprises and institutions (taking into account the experience of a number of departments) and to institute a system for evaluating the existing level of mechanization of white-collar labor processes. This level is calculated as the ratio of machine time of computers and other technology to the sum of the working time of white-collar workers for a certain period of time.

The time has also come for the more substantiated solution of the problem of screening, placing and utilizing managers, specialists and technical executors. We believe that to this end we should develop an occupational-skills manual of blue-collar occupations, which unlike the existing manual, would make it possible to formulate these positions by establishing an optimal set of duties with the aid of computers. This requires the classification of functions of jobs and operations with the evaluation of their complexity. Different combinations of duties should also be contemplated for small enterprises. Thus the range of a person's duties can be fixed in a way that they are roughly of the same degree of difficulty and that they correspond to the level of his vocational training and skills, while at the same time providing favorable conditions from the standpoint of job satisfaction.

Here I would like to underscore the following point. In the regulation of white-collar positions with the aid of normative documents (Uniform Nomenclature of Positions [Yedinaya nomenklatura dolzhnostey], Skills Manual [Kvalifikatsionnyy spravochnik, salary schedules], there should be a certain degree of flexibility with regard to specific potential and the availability of the given personnel. For example, it is not right to institute a certain position just because it is indicated in a normative document if there is no one to fill it. This was the case, for example, at certain enterprises when the position of chief economist was instituted. On the other hand, in some cases it is a good idea to institute unregulated positions if suitable personnel can be found to fill them and if they will benefit the enterprise. Let us imagine the following. Let us say that there is an engineer whose natural inclination and experience is such that he can analyze a situation and offer suggestions on a broad range of questions relating to an enterprise's activity (the selfsame "thinking engineer" who is widely used in the practice of a number of countries). And even though the norms do not provide for such a position as engineer-efficiency expert, the institution of such a position in a specific situation is justified. However, if this position is made into a norm, it is within the realm of possibility that it will be filled by unqualified people, that it will not be used for the intended purpose.

Let us now take up the training and utilization of specialists with higher and secondary specialized education. Their number has now reached a level that on the whole exceeds the planned increase in the number of all blue- and white-collar workers. Funds for training them are obviously spent irrationally. There is too much emphasis on training personnel in one occupational specialty while there is a shortage of personnel in other specialties. Neither ministries nor enterprises bear any kind of responsibility whatsoever for unsubstantiated requisitions for specialists or for their utilization. The time has come to draw upon the positive experience of a number of VUZ's and to institute cost accounting relations more widely between educational institutions and clients--ministries or individual enterprises. Since they will pay (all or part of) the training costs, they will have a greater interest in utilizing them in their acquired specialty.

In our view, we should also discontinue the narrow specialization of personnel and instead plan their training in consolidated specialties in a list of occupational groups that should be coordinated with the USSR State Committee for Labor and Social Problems. For every such group, we should develop variants of standard lists of positions that could be filled by personnel in the course of their professional advancement.

There should also be substantial improvement in the practice of upgrading qualifications. It would evidently be a good idea to cut spending on specialist training to a certain degree and to increase spending in like measure on upgrading the qualifications and retraining specialists who are already working so that all employees would be able to upgrade their qualifications during the 12th Five-Year Plan. This should be made a necessary prerequisite to their certification for the respective positions.

The establishment of work norms plays a special part in the identification and utilization of reserves for economizing and increasing the effectiveness of labor. The introduction of progressive incentive systems motivating designers and process engineers to accelerate scientific and technical progress (taking the experience of the Ulyanovsk Head SKB [special design bureau] for Heavy and Milling Machines and the initial findings of the Leningrad experiment into account) and the raising of functional service personnel's responsibility for and interest in the performance of production teams depend to a considerable if not decisive degree on the existence of high-quality norms and on their use in planning and evaluating individual and collective performance.

In order to set work norms for white-collar workers, it is not enough to specify the time allotment for a job or operation. It is also necessary to know how many of these jobs or operations must be performed in order to reach the end result. Labor input norms thereby merge with organizational norms characterizing the content and volume of the work to be performed. This fundamental distinction in the establishment of work norms for white-collar workers is still not sufficiently taken into account in practice. This is the main reason why little use is made of normative materials since they do not make it possible to determine the necessary workload for a person during the working day, week or month. During this period, every white-collar worker must work a set number of norm-hours. Accordingly, a norm-hour should be viewed as a common unit for measuring the labor contribution of all white-collar workers.

From this it follows that one of the directions of further improvement of the work norms of white-collar workers must be the development of a system of basic norms for elements of mental work: reading, listening, observing, analyzing, decision-making, speaking, writing, and contact with material objects. The norm for each element should regulate not only time inputs but also the number of such units in an operation or job depending on their nature and degree of difficulty.

In order to set norms of labor-intensiveness for various scientific, design and practical problems, it is a good idea to devise consolidated time norms for various stages of their solution--from the formulation of the problem, the acquisition and analysis of the necessary information to the search for and implementation of the solution. This requires analyzing the content of each stage and the elements and operations comprising it. Service norms and manageability norms can be set in the same way. A system of basic elemental norms can thus be used to improve the quality of norms and to make them convenient for direct use in planning, evaluating and stimulating labor.

Today it is very important to determine the measure of labor of process engineers, norm setters, economists, and other specialists responsible for securing the effective performance of production teams under the conditions of lower-echelon cost accounting. But cost accounting presupposes interrelations between relatively independent enterprise links that are responsible for their own actions. This requires that cost accounting, like collective forms of labor, be extended to the functional services, but this necessitates the use of substantiated methods of norming and evaluating the labor of personnel

employed in these services. Work incentives for white-collar workers directly connected to production teams must take into account their participation in the attainment of the end results. Specialists in the functional services should accordingly be assigned certain teams or sectors in keeping with technical, organizational or economic support norms. And in order to set these norms, it will be necessary to analyze the content of official duties of white-collar workers, to develop rational processes for fulfilling them, and to determine the necessary time inputs. Existing standard norms (in particular, those devised by the TsBNT [Central Bureau of Work Norms], as well as branch norms and other normative materials can and should be used in the process.

A considerable part of the reserves for economizing and effectively utilizing labor is associated with the development and more complete use of their creative potential. In addition to increasing the effectiveness of their own activity, this substantially promotes the purposeful creative effort of workers to make production more efficient. Thus the Frunze Instrument Making Plant imeni 50th Anniversary of the Kirghiz SSR devised and is successfully operating the "Progressive Ideas for Production" (PMP) system. The system uses integral, universal and mass principles to solve creative problems and has found new, rational forms of interaction between management and social organs that make it possible to detect bottlenecks and to draft and implement proposals to eliminate them. PMP councils have been established at all levels and in all subdivisions. Personal record cards for managers and other accounting, accountability and oversight forms have been introduced. Effective material and moral incentives are used to encourage active participants to search for and use production reserves. It is important to note that the PMP system is not only not opposed to other useful initiatives, but is also instrumental in successfully introducing them. The implementation of proposals received from enterprise personnel made it possible to raise labor productivity by more than 25 percent in 4 years and to conditionally release more than 500 persons. The PMP system has also been instituted at a number of other enterprises.

The systematic identification and utilization of reserves for economy and effectiveness will remain nothing more than a good intention until managers of enterprises and organizations personally take charge of this work, until ministries and departments supply them with the necessary methods and norms, until other conditions (the most important of which is the availability of the appropriate specialists) are established. They are presently to be found only at large enterprises and in associations. But there should be one such specialist for every 300-400 white-collar workers.

Within the framework of the training of specialists in the organization of labor, production and management, the time has come to offer specialized training for engineers in the organization and norming of the labor of white-collar workers so as to be able to satisfy most of the requirement of enterprises and organizations for them already under the 12th Five-Year Plan.

FOOTNOTE

1. They were very precisely and vividly described in the posthumous critical notes of renowned Soviet publicist A. A. Agranovskiy. See IZVESTIYA, 12 May 1984.

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LABOR

TEACHER BENEFIT, PENSION REGULATIONS EXPLAINED

New Benefits for Teachers

Moscow IZVESTIYA in Russian 11 Sep 84 p 3

[Text] As is known, the "Basic Directions of the Reform of the General Education and Vocational School," which have been approved by the USSR Supreme Soviet, also contain numerous measures for further improving the working and living conditions and vacation privileges of public education personnel. In this regard, the editorial office has received numerous letters requesting more detailed information on the new normative acts that have already taken effect in the current school year.

The readers are answered by A. I. Tsepin, candidate of juridical sciences.

"How will the pay rates in the school be raised?" asks Ye. Kalganova, an Ufa geography teacher.

In accordance with the 12 April 1984 decree of the CPSU Central Committee, USSR Council of Ministers and AUCCTU "On Raising the Wages of Teachers and Other Public Education Personnel," this measure, which requires substantial financial resources, will be carried out in stages. Starting with 1 September of this year, wages will be raised in three directions: (1) wages will be raised for primary grade teachers of general education schools of all types; (2) wages will be raised for administrative and teaching personnel of school-boarding hostels and children's homes, in particular, for principals, deputy principals, teacher-upbringers, audiology laboratory instructors, senior Young Pioneer leaders, physical culture instructors, and leaders of circles; and (3) new types of supplemental and additional payments are being introduced (inter alia, for grade leaders, for persons in charge of study rooms and laboratories, for checking written work, etc.).

Wage rates and salaries of other categories of public education personnel will be raised in stages in subsequent years starting with the northern and eastern regions of the nation.

A special feature of the new rates is not only that they are higher but that they also institute new, more favorable seniority groups. For example, while in the past the first step increase in teachers' pay came after 5 years'

teaching experience, it now comes after 3 years; the second step increase now comes after 8 years (compared with 10 years in the past).

P. Shakhorskiy, a production training master at a Kaliningrad construction vocational-technical training school, asks: will the increase in wages be limited to the increase in wage rates? Or will there be additional supplemental payments to stimulate conscientiousness and initiative in the work?

These qualities of public education personnel will unquestionably be taken into account more fully. It is planned to increase the wages of personnel with honorary titles (People's Teacher of the USSR, Honored Teacher, Honored Master of Vocational-Technical Education, etc.). There will also be pay increases for persons with the title "Teacher-Methods Specialist," "Senior Teacher," and others; it must be remembered that these increases are valid only during tenure in the positions for which the given titles are conferred.

Let us now describe in greater detail the supplemental and additional payments previously referred to. Specifically, teachers serving as grade leaders in the primary grades receive an additional 20 rubles; for checking notebooks--15 rubles a month; grade leaders in the upper grades receive an additional 30 rubles a month. The additional payment for checking written work in Russian (or in a national, native) language and literature is 20 rubles; in mathematics--15; in foreign language and stenography--10 rubles a month; for being in charge of study rooms--from 10 to 20 rubles a month depending on their specialty.

"I work as an upbringer [vospitatel'] in an extended-day [school]," writes N. Lebedeva from Sakhalin Oblast. "I would like to continue my education (I presently have a secondary pedagogical education) and become an English teacher. Will I receive any kind of special consideration in being admitted to a correspondence pedagogical VUZ?"

Yes, such special consideration now exists. According to the 12 April 1984 decree of the CPSU Council of Ministers and the USSR Council of Ministers "On Measures to Improve Training the Training of Pedagogical Cadres in the Educational and Vocational-Technical Training System, to Upgrade Their Qualifications and to Improve Their Working and Living Conditions", it is considered necessary: (1) to increase admissions of primary grade teachers and other persons with secondary pedagogical education connected with teaching and rearing children to correspondence and evening divisions of pedagogical institutes; and (2) to admit teachers (instructors), upbringers and production training masters who have a secondary pedagogical education and at least one year teaching experience to correspondence and evening divisions of pedagogical VUZ's in their respective specialty without entrance examinations if they are recommended by public and vocational-technical education organs.

Vyacheslav Korunov, a Novokuznetsk physical education teacher in Kemerovo Oblast, writes to the editor: "...Our city is of considerable size, is industrial, its enterprises have broad financial potential, and much housing is being built. But for some reason, we teachers are the last to be

remembered. I am still living in a room that I rent from strangers. The teachers do not even have a place where they can get together. The teachers' center is not in operation. I would like to know if fundamental improvements in the living and recreational conditions of education personnel are planned."

In answering this question, which I frankly admit is not an easy one, I can once again refer to the aforementioned 12 April 1984 decree of the CPSU Central Committee and the USSR Council of Ministers which obligated councils of ministers of union republics, ispolkoms of kray, oblast, city, and rayon Soviets of People's Deputies, and trade union councils to take measures to improve the activity of education workers' centers and teachers' centers, to strengthen their material base, and to expand the network of these institutions; to give top priority to assigning housing to teachers and other pedagogical personnel in general education schools and vocational-technical education institution and to develop cooperative construction more widely for them; to extend credit to pedagogical personnel in rural areas and workers' settlements for individual housing construction and to supply them with the necessary construction materials. In addition, sovkhozes are authorized (kolkhozes are advised) to sell food for state retail prices to rural pedagogical personnel. These sales count as part of the state plan for the purchase of agricultural products.

The same decree ordered the AUCCTU to take measures to improve sanatorium and health resort services for teachers (instructors) and production training masters in the summer vacation period. Managers and trade union organizations of base production enterprises assigned to general education schools and vocational-technical educational institutions are advised to authorize accommodations for teachers (instructors) and production training masters at sanatorium-preventoriums and boarding hostels and to enroll them in departmental medical institutions.

M. Kalenova, an upbringer at a rural vocational-technical training school in Krasnodar Kray, is concerned that the pay increase for education personnel might mean that they will no longer enjoy the free municipal services they have received up to now in rural areas.

I wish to offer the assurance that in the given instance the new normative acts will not eliminate existing benefits for teachers. In accordance with the law, rural schoolteachers and their families are provided with apartments with heating and electricity (based on the norms in effect in a given locality) free of charge; in the Russian Federation, this benefit is also granted to schoolteachers living in workers' settlements.

And so, Comrade Kalenova, you have no reason to be concerned.

Teachers' Old Age Pensions

Moscow UCHITEL'SKAYA GAZETA in Russian 13 Oct 84 p 4

[Text] You have a long career of work behind you. The day is coming when you will receive your deserved rest and pension.

How is a schoolteacher's old age pension calculated? What earnings are taken into account?

We called upon Galina Semenova Shederova, chief, Methods Department, Administration of Pensions and Grants, RSFSR Ministry of Social Security, to answer this question.

Old age pensions for teachers (instructors) of general education schools are awarded under the same terms as for all blue- and white-collar workers, in accordance with the Law on State Pensions.

Pensions are calculated on the basis of actual average monthly earnings, as the claimant chooses, or on the basis of the last 12 months of work or any 5 consecutive years out of the last 10 years preceding the application for pension.

Months during which a teacher did not work or else worked an incomplete number of working days owing to illness, dismissal or other reasons for labor separation contemplated in existing legislation may at his wish be excluded from the calculation and may be replaced by other, immediately preceding months.

If such months are excluded from the calculation, earnings will then include medical incapacitation payments or the teacher's average earnings, in particular, regular leave time.

According to the general rule, earnings that are the basis upon which pensions are calculated include all types of wages from which insurance payments are deducted, with the exception of wages for overtime work, for performing multiple jobs, and all types of wages of a nonrecurring nature.

Schoolteachers' pensions are calculated on the basis of earnings that depend on the monthly wage rate, actual teaching load and supplemental payments specified in the teachers' wage system.

If a teacher receives a higher rate, this rate is taken into account in the process of awarding the pension.

The rate is raised in connection with the awarding of titles ("People's Teacher of the USSR," "Honored Teacher," "Teacher-Methods Specialist," "Senior Teacher," etc.); of a scientific degree (candidate of sciences, doctor of sciences); for work performed under special conditions (direct contact with pupils in special institutions); for knowledge of a foreign language and its use in practical work and for teachers of Russian language and literature in schools with a non-Russian language of instruction in rural areas and urban type settlements.

The average earnings of teachers for pension purposes include payment for teaching work in one school in excess of the established normal teaching load without any restrictions whatsoever. For example, the monthly rate for a teacher for 18 hours a week is 130 rubles and he had 26 hours. His earnings were 187 rubles 78 kopecks ($130 \text{ rubles} \times 26:18$) and they will all be counted

in reckoning the pension. Calculations of the pension also take into account supplemental payments: for checking pupils' notebooks and written works; for working as a grade leader; for being in charge of an experimental training plot, study room, laboratory, or consultation point; for directing a school in which there is no slot for a principal; for handling school correspondence and accounts; for performing librarian work in a school in which there is no staff librarian; for extracurricular physical education work; for organizing labor training and vocational guidance; for organizing the socially useful, productive labor of pupils; for supervising pupils' brigades working in agricultural production and forestry.

Additional payments to labor teachers for serving as masters of training master schools and school-boarding hostels are counted [toward their pensions]. The same is true of additional payments to schoolteachers for supervising extended-day groups in schools that do not have a principal.

Teachers' earnings for pension purposes include payments for scientific experiments and for supervising the practice of students of teacher training schools.

Teachers who supervise a circle or who perform pedagogical work in the same school irrespective of whether the work should be performed by a staff member are not considered to be performing multiple jobs. Consequently if a teacher works in the same school as an upbringer in an extended-day group or as an upbringer in a boarding hostel attached to a school or if a school-boarding hostel teacher also works at the same place as an upbringer, their earnings as an upbringer also count toward their pension.

A teacher can be considered to be performing multiple jobs if he works as a librarian, a laboratory assistant, and/or a senior Young Pioneer leader.

Payments for such work (up to 30 percent of the teacher's rate) are counted as a part of earnings for pension purposes.

If a teacher exercises his right to work simultaneously in several schools, in a school and in a secondary specialized educational institution, in a school and in a nonschool or preschool institution, wages for the actual work load at all workplaces, not to exceed 1.5 wage rates (the highest for the given person) are counted for pension purposes. All types of supplemental pay for activity that is not considered part of multiple job-holding at the basic workplace are also counted toward the pension.

If the teaching load at the basic workplace is equal to or greater than the norm, all actual earnings from the basic job together with all supplemental and additional payments are taken into account [for pension purposes]. Actual earnings, but not more than half of the wage rate, for work performed in other indicated institutions are also taken into account.

When the teaching load at the basic workplace is less than the norm, payment for multiple jobs is counted to the extent that total earnings for hours taught do not exceed 1.5 wage rates. Supplemental and additional payments

specified in the pay system at the basic workplace are also included above and beyond this.

For example, a schoolteacher whose work load exceeds the norm at his basic workplace, directs a circle at the Pioneer Center. Since work relating to the supervision of a circle at the Pioneer Center is pedagogical work in a nonschool children's institution, payment for this work must be included in the teacher's earnings but must not exceed half of the wage rate.

When a pension is calculated on the basis of earnings within the limits of 1.5 wage rates, this is the limit not to actual earnings for every month but is rather average monthly earnings calculated for the corresponding period (for a year or for 5 years).

5013

CSO: 1828/80

LABOR

MOONLIGHTERS IN ARMENIA SEEN AS 'VERITABLE EVIL'

PM221525 Moscow SOTSIALISTICHESKAYA INDUSTRIYA in Russian 19 Feb 85 p 3

[Zoriy Balayan article under the "Journalist's Notes" rubric: "Evil Begets Evil"]

[Excerpts] Yerevan--I do not know what form family life takes for "seasonal workers." Unfortunately we do not have research of this kind. Judging by the gravity and importance of the problem, however, it would be advisable to carry some out. The logic of the matter dictates that the long-term moonlighter [shabashnik--here used for worker doing long-term seasonal work away from home] cannot have a normal family life. I doubt whether their wives have a good idea of what their young and healthy husbands are up to far away from home. And, indeed, there are probably some husbands who do not have a clear idea of the risks involved in leaving their home without a master.

The children suffer most. How difficult it is for boys and girls today who do not see their fathers for months, sometimes years, on end! Talk to any moonlighter and you will invariably hear him say now, on his last visit home, he did not even recognize his own children. They grow, develop, become mature.... Yes, they wear better shoes and clothes than other children of the same age but this is the extent of their advantage over the latter who rush to greet their fathers each evening with a squeal of delight. Or over those sons who each evening learn about life from their fathers as all peoples have done since time immemorial.

If only we were talking about isolated cases or exceptions to the rule. But the figures force us to give some thought to the problem. There are thousands of seasonal workers. Thousands of men in their thirties (on average) who are first-rate construction workers, as a rule, who have mastered several related trades.... For comparison's sake, I would point out that there are far fewer people than this employed in rural construction work in the republic. People in Sarukhan, Kamo, Martuni, and Yeranos can point with pride to brand-new two-story apartment blocks built by means of money earned from "seasonal work." And, indeed, they are high-quality, beautiful buildings, pleasing to both mind and eye. But it is not such a pleasing prospect if the residents of those blocks continue to live like migratory birds.

Life here is almost unimaginable without the original pure spring water of Lake Sevan. But here is what happened. The state allocated vast resources to the construction of a circular drain designed to save the lake by preserving the purity of its water. Construction has been in progress for 7 years now but less than one-half of the planned work is complete. During those 7 years the inhabitants of the lake region have built facilities outside the republic costing several dozen times as much as the lake's circular drain.

Seasonal workers alone send as much as R120 million a year into the republic from their places of work in the form of letters of credit. This is more than the incomes of two of the republic's construction ministries. And this is not counting the amount that they bring home with them in their pocket, as it were, or the amount they bring back in the form of manufactured goods, particularly cars, and this has become a real evil for the republic.

There is nothing worse for social attitudes than so-called regional inflation when a certain section of the population has money to burn. But this is perhaps not the most important aspect. Far more important is the fact that despite this "surplus money" (and as we have seen it is a very great amount: over R1 billion in 10 years) our cowsheds are unfinished, our children's schools remain unrepaired, the crop is unharvested, and the fields unplowed. As the wise may say, you cannot feed a child on pure gold or "surplus" money. Children need real milk and bread. And they can only be obtained by working at home.

I spoke with the leadership of the MVD and the USSR Prosecutor's office about the problem of seasonal working in general and about Armenia in particular. It emerged that many moonlighters wind up in prison. Countless examples were cited when whole teams of people ended up in the dock.

Seasonal workers are surrounded by wheeler-dealers and crooks posing as superintendents or team leaders. They conclude contracts on the team's behalf which even provide for the supply of materials, equipment, and machinery.

I realize that the seasonal work problem is not a simple one in essence. It would be difficult to blame only those self-styled "migratory birds" who set off in spring for distant parts of the country to build houses, cowsheds, roads, and schools. Those people who employ them are also much to blame. After all, you would hardly expect a normal man to leave his family for 6 months unless he were paid fantastic sums of money. I am also aware that there is an element of absurdity here. We live under the same set of laws in this country. So why is it that in some places people close their eyes to violations of the norms envisaged in construction work while elsewhere people are punished for it? Many moonlighters would like to earn even half as much at home as they are getting beyond the Urals provided that the pay is regular and that work on the construction sites is continuous, not interrupted by continuous smoking breaks. I am aware of all this, of course, I understand it. Nevertheless....

Nevertheless, there is something irregular going on here. I am convinced that none of the many thousands of moonlighters gives any thought to the fact that, ultimately, he will be the loser. After all, a man who deceives himself, his own children, and the state as a whole cannot be a winner.

Checks conducted several years ago by the Armenian SSR Council of Ministers' permanent mission to the USSR Council of Ministers and by the USSR State Committee for Labor and Social Problems established that seasonal workers' incomes are several times higher than the pay of highly skilled workers.

It would be naive to claim that moonlighters who receive stock materials through "unofficial" channels are not aware of what they are doing. Nor can they be unaware that materials, equipment, and machinery are part of our stock. The whole country is one colossal construction site. Strict laws are indispensable here. There is no alternative. And if some sharp operators manage by fair means or foul--more often foul--to grab stock materials above the set limit it means that elsewhere the building of a hospital will be halted, the construction of a school will not begin, or an elevator will not be repaired.

If there really is surplus workforce seasonal work itself should be planned. Moonlighters themselves have repeatedly stated in conversation that their movement (that is their name for the seasonal work phenomenon) is fully capable of being managed at state level.

The recent CPSU Central Committee resolution "On progress in the fulfillment of the CPSU Central Committee June (1983) Plenum's decisions within the Armenian republic party organization" stresses that "despite the measures taken, a considerable proportion of the able-bodied population is not engaged in social production and seasonal working is not declining."

We are having to pay too high a price for seasonal working which is now a veritable evil which only begets more evil....

CSO: 1828/113

EDUCATION

YELYUTIN ON UNIVERSITIES' ROLE IN SCHOOL REFORM

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 1, Jan 85 pp 4-13

[Article by V. P. Yelyutin, corresponding member of the USSR Academy of Sciences and USSR minister of higher and secondary specialized education: "Universities and the School Reform"]

[Text] The reform of general education and vocational schools is regarded by the Communist Party and the Soviet state as one of a number of definitive directions toward the perfecting of developed socialist society; universities make a significant contribution to the conducting of this reform. And this is exactly as is to be expected. For we are speaking of the formation of a new man and of a radical improvement in the education and upbringing of young people, the new generations of Soviet people, people who will live and work in the 21st century.

Today practical work to turn the school reform into reality is being conducted intensively both centrally and at the local level. A specific program of action, aimed at improving our schools, has been outlined in each university; many of them have already accumulated their first experiences in the fulfillment of these proposals. This experience can be generalized, summing up that which has been done and, most importantly, giving direction to new tasks relating to the further development of university education.

"The successful resolution of complex tasks in the teaching and upbringing of young people," as indicated in the Basic Directions of the Reform, "depends to a decisive degree upon teachers and their ideological conviction, professional skill, erudition and culture."

In the course of implementing the reform it is planned to bring pedagogical education forward to the most advanced positions, revise the content and raise the ideological and theoretical level of teacher training and fully satisfy the demand of all branches of our school system for highly skilled cadres.

The reform mandates a substantial increase in the role of universities in a unified system of pedagogical education. They are called upon not only to ensure the realization of new standards of teacher training, but also to increase significantly assistance to pedagogical VUZ's in the development of research and advanced training for pedagogical workers. It is universities which must become the key link in the chain of the development of higher

pedagogical education. And there exist the proper conditions for this to occur. In a total of 68 of our universities are concentrated higher education's best scientific and pedagogical forces; these universities teach one student in nine, conduct approximately one-fourth of research at VUZ's, train one-third of all doctors and candidates of sciences and provide for advanced education for 40 percent of VUZ instructors. In the majority of universities original and creative scientific schools have been established and are successfully developing. The role of universities in disseminating knowledge and raising the cultural level of the people is incalculable. All of this represents invaluable capital which should be placed fully at the service of the reform.

A prominent place in the work of universities has always been reserved for the strengthening of schools: nine leading university degree programs are directly oriented toward ensuring a supply of cadres for the field of education, and pedagogical departments exist in a number of universities. One university graduate in four will work in general and vocational and technical schools; roughly 20 educational institutions assign over 70 percent of their graduates to the field of education. The majority of universities are constantly involved in teachers' advanced education and many devote scientific research to educational questions.

Significant experience has been accumulated, but its utilization, like that of all the accumulated scientific pedagogical potential of universities, has not been arranged in the optimum manner. Suffice it to say that in schools, and all the more so in PTU's [vocational and technical schools], less than half of the university graduates sent to work there stay on. And the main reason for such a state of affairs is the poor preparation of many of them to work in secondary educational institutions. We are referring to insufficient concern for the formation of the profession of people's teacher and for the establishment of those qualities of a teacher's personality which are decisive in successful pedagogical work.

Improvement of the vocational and pedagogical training of future teachers is a complex and far-reaching problem; resolving it requires a broad system of additional measures. It is a matter of a system of organizational, instructional and material and technical measures which will ensure a turning of universities toward schools and will raise their pedagogical mission to a qualitatively new level.

More specifically, one must differentiate between the following basic aspects of the task of radically improving vocational and pedagogical teacher training. This task must have priority in the work of universities at the stage of conducting the reform.

Firstly, we must resolutely strengthen the ties of universities to general education schools and other educational institutions, to organs of education [prosveshcheniye] and vocational and technical education [obrazovaniye], both centrally and at the local level. The heart of the matter is that these ties should acquire a systematic and purposeful nature, and should permit psychopedagogical and general theoretical university chairs [kafedry] to keep a hand on the pulse of schools' activity and have an effective influence on their work and on the quality of teacher training. Such ties must aid in studying schools'

experience, rendering them practical assistance, attracting the most capable young scholars to universities, developing specialized teacher training, improving teacher's education and accustoming them to the scientific atmosphere of a university. To this end it is essential to strengthen the far-flung network of basic secondary educational institutions in association with each university, create branches of academic chairs in them and regularly arrange advanced training. In a word, we must bring to bear the entire arsenal of justified forms and methods of cooperation with schools.

Actual examples of such an approach to the job can be found in many areas of the work of the Kiev, Kharkov and Voronezh Universities. These must be made the universal standard.

Secondly, we must reexamine and revise the content of future teachers' education, enrich it with topics which are of present interest to schools and expand the scope as well as improve the instruction of psychopedagogical disciplines.

A reexamination of current methodological concepts of instruction and expansion of the role of general theoretical chairs in the formation of the professional qualities of future specialists are essential, along with improvement of academic plans and programs. This, in turn, makes essential earlier specialization in the course of teacher training and orientation of the whole educational process toward cultivation of the knowledge, skills and habits which define the pedagogical culture of a teacher. As experience shows, depending upon the specific operating conditions of universities such specialization should begin in the third or, even better, in the first year of study. The recruitment of outstanding school teachers to instruct in universities for special methodological studies should aid in a more profound specialization in the training of future educators. We must take active steps toward creating (by specialized education fields) systems of uninterrupted study of psychopedagogical questions, designed for the entire course of study. Practical steps in this direction have already been taken at the Bashkir, Vilnius, Rostov and Gor'kiy Universities, along with a number of others.

We must acknowledge, however, that thus far universities do not have at their disposal any significant experience in the cultivation in future teachers of skills for labor-oriented teaching and upbringing of pupils, including instruction on the bases of modern production. Obviously this new course must be of an interdisciplinary nature and be staffed with leading cadres. This course is intended to reveal ways of applying science to technology and arm future teachers with knowledge about the basic sectors of the national economy, about the system of social division of labor and forms in which the economic conformances to law in socialism are realized and about perspectives for the intensive development of productive forces. This course should organically complement specialized teacher training and serve teachers as a reliable aid in light of the increasingly polytechnical nature of teaching and in vocational orientation for students. Universities should seek ways to introduce as soon as possible a course on the bases of modern production, experiment in the area of its scope, its content and the methodology of instructing it and accumulate experience for the creation of a pilot academic program, as well as instructional literature.

Thirdly, practical teacher training and the organization of ongoing pedagogical practice by students over their entire course of study demand radical improvement. The main purpose of such practice is to unite the theoretical knowledge acquired by future specialists organically with its utilization in the classroom, to aid future teachers in an earlier adaptation to pedagogical work and to assist in the inculcation in them of a love for children and for their chosen profession.

The foundations of such a system of practical teacher study can be found in the experiences of the Kharkov, Mordvin, Kishinev and Kazan' Universities, as well as many others.

Fourthly, it is essential to improve significantly the composition of the student body by attracting well-prepared young people to universities, young people who have demonstrated an inclination toward and a talent for pedagogical work. Thereby it is necessary to make use of the fact that the reform has stimulated young people's interest in university education and brought into operation a new system for admission into specialized pedagogical education; this system allows recommendations by the pedagogical councils [pedsovety] of secondary educational institutions and educational organs to be taken into consideration. To do this it is essential to increase the effectiveness of youth vocational orientation and vocational selection and constantly be engaged in the search for a worthy new generation for students collectives and its preparation for a continuation of its education. The recruitment of men for specialized pedagogical education demands particular attention, especially the recruitment of former military personnel now serving in reserve. Constant contacts with military units should serve this purpose.

Fifthly, the organizational structure and activity of university academic subdivisions responsible for the training of teachers and instructors requires improvement. This is not a question of developing only university chairs in psychopedagogical fields, but of significantly strengthening the organizational and methodological guidance of the educational process. The establishment of pedagogical divisions [otdeleniya] in universities must serve this purpose as well. Such divisions are intended to unite chairs of the vocational and pedagogical course series and coordinate the methodological and educational work of instructors in general theoretical chairs. Thereby the organic inclusion of these divisions into the existing structure of universities must be achieved. These divisions should aid in the further reinforcement of that structure, ensure the rational combination of the general and the specific in organizational, methodological, academic and instructional work with students in the scientific pedagogical and scientific production groups. It is felt that a too marked distinction in the content of education for students in these two groups could impoverish both the scientific training of future teachers and the psychopedagogical knowledge of future scientific workers. This is why an organization of pedagogical divisions is justified in practically every university, whereas the creation of pedagogical departments [fakultety] seems advisable only in those cases where there is the requisite number of students in specialized fields particular to a pedagogical institute.

Summing up what we have said about the basic tasks for the improvement of vocational and pedagogical teacher training, we emphasize that so far there are

no surefire remedies for resolving these tasks. At the same time, we do possess clearly defined basic **directions** for further work, proven experience and a great diversity of various approaches. It is essential that we select all the best from that which has been achieved, define ways to utilize it and recommend effective innovations. Scientific methodological councils face the task of reworking **the criteria for qualifications and academic** plans and programs which are designed for pedagogical divisions. Leading experience and optimum solutions must be reflected in documents which establish standards and which will regulate the functions of basic secondary educational institutions, the organization of students' pedagogical practice and the work and staffing of pedagogical divisions, as well as other aspects of university activity under the conditions of the reform.

In defining ways of and outlooks for improving teaching and upbringing by educators with a university education, it is essential to proceed from the special role of universities in the development of Soviet science and in the people's spiritual life. The course which universities must steer in light of the resolutions of the April (1984) CPSU Central Committee Plenum and the programmatic speech delivered there by Comrade K. U. Chernenko is a course toward the training of the most skilled and creative nucleus of our teaching profession. This nucleus is responsible for the inculcation of a scientific Marxist-Leninist world view in new generations of young people, for students' firm mastery of the basic concepts and the laws of social and natural sciences and the instilling in them of a high level of culture in labor, thought and behavior. It is university alumni who must chiefly fill the ranks of administrators and organizers of education and carry out the scientific elaboration of problems concerning the further development of schools.

In light of this the most important task will be a FURTHER INCREASE IN THE QUALITY OF INSTRUCTION and its ideological, scientific and methodological level. Consequently, the improvement of future teachers' vocational and pedagogical training must be realized not simply without losses in the scientific content of university education, but also on the basis of its further return to basics and strengthening of its creative foundations.

This primarily relates to specialized education in the exact and natural sciences. It is in these fields of knowledge that universities are obliged to achieve decisive progress, assist in the accelerated elimination of deficiencies in secondary education and create a new wave of student interest in the achievements of natural science and technology. To this end chairs of basic sciences are called upon to concentrate upon the training of a new type of teaching specialist, capable of combining a clear and well-composed presentation of his knowledge with creative education of students and with development of their cognitive abilities and bringing to the school elements of VUZ instructional methodology. He must be able to ensure the effective set-up of student experiments. It is such a teacher who should take responsibility for teaching the elective courses which reveal the significance of natural sciences in the speeding up of scientific and technical progress and demonstrate the diversity of these sciences' practical applications in industry. Finally, it is university graduates who are obliged to play the decisive role in our schools' elimination of computer illiteracy and lead the teaching profession in the area of the widespread introduction of computers into the educational process.

No less weighty tasks are posed in the area of increasing the scientific and methodological level of teacher training in the humanities and social sciences, particularly in Russian language and literature, history, sociology and foreign languages. For it is school subjects in the social science and humanities realm which largely define young people's spiritual makeup.

However, in order to send first-rate philologists, historians, social scientists and teachers of Soviet law to schools, it is not enough to provide them with knowledge alone; we must impart to university alumni a selfless attitude toward their vocation, give them the gift of convincing and teaching and inspire the desire to actively influence the formation of young minds. This means that the basics of education must be combined with the study of the art of social intercourse, with pedagogical enthusiasm and with love for school. Chairs of the humanities and social sciences are urged to devote the most earnest attention to instructional skills.

So as to be able to in fact "bridge the gap" between future specialists' firm theoretical training and their formation as educators, university instructors themselves must be up to date on school issues, maintain regular contact with teachers and have an understanding of the classroom atmosphere and the technique and methodology of conducting lessons. However, many instructors do not have enough of such knowledge and experience. University rectors must seek out opportunities to rectify this omission as soon as possible and organize a series of measures for instructors' advanced education. Here, obviously, it is necessary to proceed along the path of quite simple, onetime but efficacious solutions; these should aid university instructors in getting acquainted with school matters and teachers' daily routine. This will enliven academic chairs and arouse their collectives to practical action. We also must not neglect the experience of pedagogical institutes. It has been tested in real life and will greatly enrich university traditions, save repetition of work already done and caution against mistakes.

It is exceptionally important to utilize effectively the decisive advantage of universities: their rich scientific atmosphere and close cooperation with representatives of various fields of knowledge. It is here that a future educator can acquire scientific breadth and a broad understanding of the development of other disciplines and become familiar with the creative search. This means that it is essential not only to perfect students' research work, but also to devise ways for it to influence the formation of their pedagogical culture and erudition; they should be directed toward scientific pedagogical research which combines the study of problems of hard science with the psychopedagogical and methodological aspects of teaching them in school.

We must achieve an increase in the significance of course and diploma work to the creative and professional formation of teachers. Traditionally these papers have been elevated to the level of independent research, which often defines the scientific and professional interests of university graduates for many years. Developing these traditions while taking into account new tasks, many chairs are introducing a methodological section in course and diploma work and enriching their historical and scientific section.

The task of improving the teaching of Russian in student groups with another language of instruction is inseparable from an increase in the scientific and

pedagogical culture of future teachers. Young teachers must be trained to teach in both their native language and in Russian; they are urged to become active propagandists of the language of interethnic communication among Soviet people. Incidentally, in a number of union republic universities the creation of a system for continuous study of Russian is still far from complete.

The training of pedagogical cadres without interruption of their productive work deserves special mention. In Party and government documents on questions relating to the reform, the ensuring of the improvement of correspondence and evening pedagogical education and the strengthening of its methodological base are seen as essential. A new system of staffing the appropriate divisions by means of attracting practical pedagogical workers to VUZ's has been set up. On this basis universities and pedagogical VUZ's must provide all teachers with higher education.

It is also urgently necessary to improve the distribution of young specialists, increase checks on their arrival at the designated location and, together with organs of education and vocational and technical education and with administrators of secondary educational institutions, arrange the effective methodological guidance of young educators' first assignment [stazhirovka]. In this regard the experience of the Omsk and Kiev Universities, along with a number of others, is worthy of emulation; there long-term agreements have been reached with oblast and city departments of education. At the North Ossetia University specialized forms of teacher training are being developed and at the same time a system is being set up for vocational orientation of young people, vocational selection by entering students, vocational education of students and vocational adaptation of graduates.

The improvement of the COMMUNIST EDUCATION OF FUTURE TEACHERS must become the core of all work toward a more complete supplying of pedagogical cadres to schools. A responsible attitude toward civic and professional duty must be inculcated in them and they must be trained as active standard bearers of the theory and policy of our Party.

The central task of communist education is to increase the ideological influence of the social sciences. In the wake of the June (1983) CPSU Central Committee Plenum tangible results were attained in the resolution of this task. Now it is necessary to continue that which was begun, while taking into account the requirements of the reform, expanding the study of the social sciences, strengthening the vocational and pedagogical orientation of courses in the social sciences and enriching the content of the world view presented through the educational process.

Along with groundwork-laying social disciplines -- the history of the CPSU, Marxist-Leninist philosophy, political economics and scientific communism -- future teachers must have a mastery of systematic knowledge in the field of Marxist-Leninist ethics and aesthetics, scientific atheism and timely questions of the ideological struggle at the present stage. The educational process must be directed toward a profound, interested study by students of classic works of Marxism-Leninism and new CPSU documents. We must strive to ensure that the formation of the world view of future teachers occurs in close connection with

their utilization of knowledge obtained in the process of studying specialized and psychopedagogical disciplines, as well as through the practical sociopolitical work of future specialists. In short, the entire ideological potential of universities must be placed in the service of the ideological tempering of students.

Obviously it will not be an exaggeration to say that universities are called upon to educate teachers as political fighters, fighters for the new man and fighters against views which are alien to socialism. In light of this we must develop in every way possible the sociopolitical activism of future educators and make room for their independent social activity. This was the main thrust of the recent CPSU Central Committee resolution entitled "Concerning Further Improvement of Party Leadership of the Komsomol and the Increasing of Its Role in the Communist Upbringing of Youth." Rectors, together with Party committees, must help the Komsomol eliminate elements of formalism and bureaucratic pettiness, and also support truly valuable Komsomol initiative and expand the sphere of student self-administration. The Komsomol's growing activism must be directed toward the resolution of questions closely connected with the school reform and the professional and ideological making of future teachers. In this regard pedagogical units and the organization of small group work in schools and non-school institutions by the Komsomol, the recruitment of future teachers to conduct student academic Olympics and the creation of the leading role of children's and young people's schools for individual branches of knowledge and special-interest clubs therein have all proven justified. Dnepropetrovsk University has fruitful experience of this type.

In working to increase the effectiveness of the educational process we must not neglect questions relating to the labor education of future teachers. For a significant percentage of students come to the university directly from the school bench, and five years later return to school once again. By personal experience they are acquainted with only one type of labor: academic labor. Almost never coming into contact with the material production sector, they acquire only a superficial understanding of it from books. This impoverishes their own spiritual world as well as their teaching ability and is reflected in the quality of their pedagogical work. In order to indeed bring the reform to life we are obliged to seek flexible methods of acquainting future educators with productive labor; these methods include not only their participation in work as part of student units, but also practical acquaintance with the workings of industrial and agricultural enterprises.

An important topic of great independent significance is the development of a common culture for future teachers, a culture of social intercourse and behavior, leisure activities and everyday life, spiritual and physical culture, culture in the broadest sense of the word. For we cannot be satisfied with the level of cultural development of the mass of our students and young teachers. And one cannot say that universities are doing nothing about this. But at times cultural education becomes detached from real life, is reduced to theory and does not touch upon everyday aspects and everyday experiences. And when one tries to introduce students to theoretical questions of aesthetics in desolate lecture halls, when future specialists often face disruption of class schedules, then all of our efforts toward the formation of personal culture may prove to be in vain.

Tasks relating to the all-round development of the personality of an aspiring teacher force us once again to emphasize attention to the necessity of a comprehensive approach to educational work. Close unity among various directions in education, continuity of the educational process from course to course, an diversity of its forms and methods must of necessity be combined with consideration of the interests and inclinations of young people, arouse independence in them and inculcate in them an active stance in life.

The central place in educational work during the current academic year must be devoted to preparations for a fitting celebration of the 40th anniversary of the Victory of the Soviet people in the Great Patriotic War. The heroism of the past and the memory of the historic feat by soldier-liberators and workers on the home front must be used for the benefit of the ideological tempering of students and of their internationalist, military and patriotic education. Future teachers must not simply be made aware of the whole truth concerning the current international situation; a state of great vigilance, outstanding creative labor and readiness for selfless defense of the socialist Fatherland must be created in university collectives. For only by mastering the historical lessons of the struggle to create a new society will our young people, in the words of Comrade K. U. Chernenko, "not tremble, will not bend under the burden of historical responsibility for the fate of their country, the fate of socialism and of the world;" only then will they be able to "not only master the experience of older generations, but enrich it with their own achievements as well."

In order to indeed make the Leninist precept on lifting the role of teachers of the people in Soviet society to an unprecedented height a reality, we must radically improve the work of all branches of pedagogical cadres' training and advanced education. This mainly refers to pedagogical institutes, which will, in the course of the reform, make the transition to a five-year course of study for teachers in basic specialized pedagogical education, will be strengthened by highly qualified instructors and will increase the scope of their scientific potential and material base. In other words, PEDAGOGICAL INSTITUTES MUST OF NECESSITY APPROACH THE UNIVERSITY LEVEL. In order to do this the latter are obliged not only to share their achievements with pedagogical VUZ's, but also to render them concrete practical assistance in all spheres of activity.

On a nationwide scale this work is set up according to a plan. Its organizational and material bases are provided for in the comprehensive plans for measures by the USSR and union republic ministries of education and ministries of higher educational institutions. Assignments connected with the training of instructors for pedagogical institutes have been established in university graduate programs. Specialized programs and coordinated plans for scientific research are being reviewed. Academic plans and programs for pedagogical specialized education are being reworked with university participation.

However, the success of the work begun will be determined by the work done at the local level. All the more so as the existing state of affairs in pedagogical VUZ's bears witness to their tangible failure to meet modern needs. They remain poorly supplied with instructors with advanced education; this is reflected in their level of instruction and in the scale of their scientific work.

Suffice it to say that all 200 plus pedagogical institutes in our country carried out research costing 27 million rubles in 1983. That is less than the average annual volume of research conducted at Moscow University alone.

Major improvement in pedagogical higher education has become an urgent imperative of the times. Each university must make a tangible contribution in this matter. We must make the transition to direct collaboration with pedagogical institutes, set up joint creative collectives, arrange systematic interaction in academic methodological, educational and scientific research work. However, there is no doubt that the center of attention must be focused on improving the qualitative makeup of instructional staff. We must ensure that all basic pedagogical VUZ chairs, particularly chairs of natural and social sciences, are supplied with university graduates.

A first priority task is expansion of the training of candidates of sciences for pedagogical institutes during their graduate study at universities. We are quite capable of this. However, certain universities are not willing to assign persons sent by pedagogical VUZ's to specialized opening in graduate school. The effectiveness of university graduate study remains low. Whereas in the Moscow, Kazan', Tomsk, Kharkov and Ural'sk Universities 70-85 percent of graduates complete their graduate work with the defense of or presentation for defense of a dissertation, less than 40 percent do so at the Dagestan, Turkmen, and Chernovtsy Universities. Last year the North Ossetia, Urdmut and Chechen-Ingush Universities did not manage to train a single candidate of sciences in the allotted time period. University rectors must utilize more fully all means available to influence graduate study, increase demands upon graduate students' scientific advisors and establish order in the selection of entering students. Persons sent by pedagogical VUZ's should be more widely assigned to student instructor and student researcher duties.

Major resources for improvement in the qualitative makeup of instructional staff in pedagogical institutes are connected with the improvement of the system of advanced education for instructors. Universities are doing a great deal in this direction, but there remain quite a few insufficiencies and unresolved problems. The CPSU Central Committee resolution "Concerning Further Improvement of the System of Advanced Education for Instructors of Social Sciences at Higher Educational Institutions" has not been fully carried out, primarily with regard to organizational and political practice for participants in IPK [Institutes for Advanced Education] and the recruitment of Party, soviet and economic administrators to conduct classes in these institutes. Both institutes and departments for the advanced education of instructors still are by no means fulfilling their functions as scientific methodological centers for the summarization and dissemination of leading experience in the teaching and communist education of specialists. By no means everywhere is the necessary attention devoted to strengthening the material base of certain academic subdivisions and improving participants' living conditions. However, the most serious problem lies in the fact that pedagogical VUZ instructors make up less than 10 percent of participants in all 26 university FPK's [Departments for Advanced Education].

It is possible and necessary to do more to render assistance to pedagogical institutes in organizaing the educational process and scientific work, by

sending leading scientists and instructors to these institutes. Let us note that last year universities sent only a little over 500 persons to all VUZ's in Siberia, the North, the Far East, Central Asia and Kazakhstan. Obviously, only a small portion of these worked in pedagogical institutes. And the length of their stay was as a rule not very long. University rectors should more carefully consider their opportunities in this area and more decisively make the transition to long-term, direct collaboration with specific pedagogical VUZ's.

It is no less important to increase the university contribution to the advanced education of workers in education, particularly with regard to helping the broad masses of teachers master the ideological wealth of the school reform as quickly as possible, making university libraries and laboratories accessible to them and acquainting them with the scientific and pedagogical activity of academic chairs. Contacts with advanced teacher training institutes must be reinforced and departmental work to train and give advanced training to educational administrators must be conducted in accordance with the requirements of the school reform. University scientists are urged to participate more actively in traditional August and January pedagogical councils and teacher conferences and in pedagogical lectures. The experience of Leningrad University is worthy of dissemination. There courses for the advanced education of instructors and masters of production training were set up; participants in these were able not only to improve their psychopedagogical knowledge, but also to study advanced techniques and technology.

The creative participation of university scientists in the creation of texts for schools, pedagogical VUZ's and the advanced teacher and instructor education system is invaluable. In the course of the reform we face the task of revising a large part of this literature, bringing the content of textbooks up to the leading edge of science, improving the presentation of study material, reducing the size of textbooks and increasing their pedagogical value. It is essential to prepare series of books in the languages of each union and autonomous republic. Authors of textbooks rightfully expect that they will be granted favorable conditions for creative labor. Rectors are obligated to assist them in every way, grant working sabbaticals, take this work into account in determining the volume of their teaching assignments and help organize the discussion of different versions of new books.

Universities also must not stand apart from problems of improving secondary pedagogical education. This is not just a matter of supplying the growing network of pedagogical schools with instructors. Working out ways to make the transition to teaching children in school beginning at age six is a task of exceptional significance. It is felt that universities can help in resolving this task at the local level, and that such help is especially important at the present stage of implementing the reform.

Scientists working on educational questions are called upon to make a decisive shift toward schools: general educational, vocational and specialized schools. In particular, universities face the task of significantly strengthening scientific ties to pedagogical institutes and scientific institutions in the USSR Academy of Pedagogical Sciences, expanding pedagogical experiments and by joint efforts creating a mechanism for the practical application of the results of research carried out in educational institutions.

Speaking of the objective prerequisites for the fulfillment of that which has been proposed, one can say that universities have these prerequisites at their disposal. In their chairs of psychology and pedagogics alone over 1000 instructors are conducting scientific work; among these are 65 doctors of sciences and over 600 candidates of sciences. Major scientific schools in the field of the psychological, pedagogical and social aspects of education exist at the Moscow, Leningrad and Tartu Universities, as well as several others. Nevertheless, these are only individual pinnacles against a general backdrop of research which, in part, does not go beyond the bounds of narrowly understood dissertation topics. The problem is that the creative potentials of representatives of various fields of knowledge are insufficiently united in the study of the educational sphere; the scientific and organizational role of universities is practically of no significance in this study. Even in research on the problems of higher education universities are more poorly represented than, for example, polytechnical institutes. This reflects the overall atmosphere of university science and the scientific policy in force there.

The creative study of educational problems must be placed on a par with the working out of basic, fundamental themes. Scientists from sociological chairs and other scientific subdivisions, along with psychologists and educators, should concentrate their efforts on this area. Leading universities are called upon to organize the drawing up and carrying out of specialized research programs on the definitive directions of the reform. In expanding scientific contacts with pedagogical institutes we must not be limited to psychopedagogical topics, but rather enlist collectives from all chairs in basic research. Rostov University provides a good example of the fulfillment of scientific coordination functions in providing for the establishment of the North Caucasus Scientific Center for Higher Education As an Interdisciplinary Research Complex.

The reorientation of universities toward comprehensive assistance to schools, pedagogical VUZ's and pedagogical schools requires not only the creation of the proper working conditions, but also a certain psychological readjustment on the part of instructors, scientific staff and the student body. In other words, rectors together with Party committees must come up with effective IDEOLOGICAL GUARANTEES FOR REFORM MEASURES. We must, for example, provide for changes in the atmosphere of pedagogical institutions: in certain of them collaboration with universities is avoided and there are those who seek to shut themselves up within their own four walls. Through joint efforts it is possible and necessary to eliminate this tendency, these manifestations of bureaucratic narrowness and formalism.

As Comrade K. U. Chernenko pointed out at the October (1984) CPSU Central Committee Plenum, "in preparing for its congress the Party is concentrating workers' efforts on the successful completion of plans for the current year and for the five-year plan as a whole." Higher education as well continues to pick up the pace and improve its qualitative indices. This was in large part made possible by the application of critical observations directed at higher education, which observations were made at the June (1983) and April (1984) Party Central Committee Plenums.

But much remains undone. Manifestations of narrowness in the work of VUZ's and attempts to solve new problems on the basis of old methods is attested to

by many plans by universities outlining steps to realize the Basic Directions of the School Reform. These plans must be reexamined and directed toward the creation of a truly firm organizational and material base for increasing the university contribution to the improvement of schools. In light of decisions made at the October (1984) CPSU Central Committee Plenum plans must be expanded with measures for assistance to rural schools, the development and strengthening of which the Party regards as one of the most important aspects of the social transformation of the Soviet village.

The carrying out of comprehensive measures for the realization of the reform must be linked as closely as possible with the work of universities in preparation for the 27th CPSU Congress. The period of preparation for this should be notable for the stirring up of creative activity by instructors and scientific staff, students and all university workers. It should be marked by further strengthening of organization and discipline, improvement of ideological and political educational work and establishment of an atmosphere of lofty principles and high mutual expectation, implacability toward deficiencies and truly original thinking and initiative.

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EDUCATION

LIGHT INDUSTRY MINISTER ON IMPORTANCE OF VOCATIONAL EDUCATION

Moscow UCHITEL'SKAYA GAZETA in Russian 19 Feb 85 p 2

[Article by N. N. Tarasov, minister of light industry USSR: "Not Only to Agitate, But Also to Orient"]

[Text] I believe that I would not be playing the hypocrite if I say that in our ministry and directly in our enterprises the most intense attention is being devoted to the work of the school. And it could not be otherwise, especially now when so much depends upon us production workers during the course of the realization of the reform, when it has compelled everybody to take a new and in many respects critical look at the problem of the training of worker cadres.

Our branch, let us put it frankly, is not one of the easy ones; moreover, we ourselves know this, and it is obvious to everyone. How many reproaches does one have to hear--and sometimes justified ones--about the quality of our textiles, footwear, and sewn goods: it is said that they are not good looking, that they are not fashionable.... And upon whom, in the final analysis, does it depend that this situation be different? Why, upon those young men and women who are now taking their places at their production equipment. Upon their conscientiousness, orderliness, and, finally, taste.

The issue has to be not only the vocational training of the working person--his rearing. We have already looked at the problems of the vocational orientation and work training of school children from these positions. We have understood that the most important thing in this work is scope; there must be no limitation simply to agitation for a vocation. Stands, talks, and single excursions do not produce the desired results.

We have established contacts with the Ministry of Education USSR, and the Central Committee of the Old Union Lenin Communist League of Youth. The questions of strengthening and expanding the physical plants of the schools, and of improving the vocational orientation and labor training of the school children were examined more than once at collegiums of the ministry. Both in our ministry and in the republic ministries concrete programs have been worked out. In this regard a conference of leading workers of the ministries and of industrial associations and of enterprise directors was conducted jointly with the branch central committee of the trade union and the Central Committee of

the All-Union Lenin Communist League of Youth. Of course, by themselves conferences do not mean very much, but they impel one to thought and to action. And, it has to be said, that they have already produced concrete results.

Today, around 3,000 general education schools have been assigned to the enterprises of the branch. Each one is a base for two or three others. By the beginning of this school year 200 additional instructional centers with a capacity of 3,500 were equipped, and in the enterprises' shops as a whole more than an additional 10,000 work places have been created. We shall use the physical plant of our enterprises, course instruction combines, and vocational and technical schools for the technical and political training of the school children. Here is a single example.

One of the largest enterprises of the branch--the Kherson Cotton Textile Combine--has extended labor training coverage to more than 1,000 seniors from 27 schools. This has required the opening in two inter-school production instruction combines of workshops with modern production equipment and, in addition, 20 instructional sectors are in operation directly in our production shops.

In all, 73,600 instructional positions have been introduced at the enterprises at which labor training is being undergone by 205,000 senior class members. In addition, in this school year productive labor has been organized for more than 80,000 children from the fourth through the seventh grades.

But that is not all. At every large enterprise we are planning to create no less than two or three instructional sectors, and to allocate additional work places for school children in the shops. In the 12th Five-Year Plan the total number of work places for the training of adolescents will exceed 120,000. And this means that we shall be able to organize labor instruction for more than 400,000 senior class members a year.

But, figures are figures--how is the labor instruction of a work shift organized?

I will talk only about the enterprises of Ivanovo Oblast. As is provided by the Basic Directions of the reform, work is already begun here with the younger school children. They are told about the work of the textile workers, and about the traditions of the working class. By the seventh or eighth grade vocational orientation and labor education become specifically directed, and the adolescents are acquainted in detail with the vocations needed by the enterprise, with production equipment, and with the means and methods of labor. The pupils of the ninth and tenth grades work directly at enterprises and in the shops of the personnel training administrations. The system is, of course, generally known, but do the officials of Ivanovskaya Oblast know how to find the path to the young peoples' hearts, to create enthusiasm among them, to interest them, and to convince them of the importance of the difficult labor of a textile worker. In any case, in 1984 more than 2,400 school children from Ivanovo Oblast--every other one who had been trained

in the occupation of textile worker--came to our enterprise or to our vocational and technical school.

There exists an interesting experience in joint work between the general educational schools, personnel training administrations, and vocational and technical schools at the enterprises of the light industry of Moscow and of the Lithuanian republic. Judge for yourselves. Last year more than 430 Moscovites came to work at the Moscow Shoe Association "Zarya," in other words, 68 percent of the total number of the youth who had been hired. And in the capitol where the widest selection of occupations exists for school children this means something.

The educational role of production work is well known. However, it is not enough that it just involves everyone, though this also has an enormous merit. It is necessary in addition to join labor and life in the consciousness of young people, and to help them to feel themselves to be fully adult, independent, and responsible.

During the summer of last year almost 100,000 senior classmen in the form of 2,700 labor associations were working at the enterprises of the branch. They produced output worth almost 90 million rubles, and replaced almost 35,000 skilled workers during the summer.

I would like to emphasize that the practice of the labor education of school children gives rise to ever new forms. At the enterprise of the Ukraine, for example, year-round detachments of senior classmen are being created.

I am convinced of one thing: if we did achieve anything, it was only thanks to the fact that all of the work with the school children at the enterprises was led by directors acting in close connection with party organizations and with the active participation of the trade unions and the Komsomol.

But it would be incorrect to speak only about successes. We also have our difficulties and imperfections. To date there has not been a very active inclusion in the work by the Ministry of Light Industry of the Latvian SSR, Tajik SSR, and Turkmen SSR, and of individual enterprises of the branch. Thus, there are not enough vocational and technical schools, and many of them have a weak physical plant. In many oblasts the recruitment into the vocational and technical schools continues to be a problem, and even those young people who finish them by working through the required time period frequently prefer to change their occupation. Unfortunately, these are also indicators of our vocational and technical work.

What can and what needs to be done in the near future? First of all, increase the role of mentorship. Who, if not permanent experienced workers who have attained the heights in their fields and who love their occupations, should educate the new shift? But they themselves are in need of help, if only brief methodological recommendations as to how to organize the work and how to make use of the experience of the best.

But I think that even stricter demands have to be made upon enterprise leaders for the physical plants of the labor and vocational training of the youth. They are not doing everything, far from everything which should be done for this. Of course, some are attempting to accomplish tasks which are beyond their strength. We are planning to meet with the representatives of trade union education, education, and the Komsomol. We need their support, help, and understanding.

During the 12th Five-Year Plan it has been decided in the branch to build 66 instructional complexes for secondary vocational and technical schools. To utilize enterprise funds to strengthen and expand the material and technical base of 130 operating vocational and technical schools. This will make it possible by the end of the 5-year plan to train up to 150,000 skilled workers in the vocational and technical schools. Almost 40 percent of the skilled workers who begin work at enterprises will obtain occupations in the vocational and technical schools.

However, it is known that the instruction of the vocational and technical schools is being conducted extremely unsatisfactorily. Year after year less than half of the funds which are allocated by the ministry for these purposes are used.

The situation is no better with the construction of general educational schools. It is easy to imagine what would happen with our construction program during the 12th Five-Year Plan if the attitude toward this important work is not changed.

Incidentally, we by no means remove any of the responsibility from ourselves. We have a great deal to do in order for young people to willingly go into light industry. We are also being obliged to this by the attention which was shown to our work at the meeting of the Commission for the Reform of the General Educational and Vocational School.

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CSO: 1828/101

EDUCATION

NEW MANAGEMENT POLICIES INCREASE NEED FOR TRAINED ECONOMISTS

Improvements Urged in Training Economists

Moscow EKONOMICHESKAYA GAZETA in Russian No 48, Nov 84 p 6

[Article by V. P. Yelyutin, USSR minister of Higher and Secondary Specialized Education: "Training Economics Personnel"; passages typed in all capital letters printed in boldface for emphasis in original]

[Text] Under the conditions of the national economy's conversion to a predominantly intensive path of development there has been an immeasurable growth in the role played by economics personnel and the economics training of all those employed in public production. The CPSU Central Committee has assigned the task of unleashing throughout the country a mass movement for the optimal management of the economy at all the levels of the production process from top to bottom. "The uniqueness of the current moment," noted Comrade K. U. Chernenko in his speech at a session of the Politburo of the CPSU Central Committee, "consists in the fact that we must elevate all work to a qualitatively higher level and encompass the optimization of all units of the production process."

IN THE TRAINING OF HIGHLY SKILLED ECONOMIC-MANAGEMENT PERSONNEL AND IN THE FORMATION OF A NEW TYPE OF ECONOMIC THINKING AN IMPORTANT ROLE IS TO BE PLAYED BY HIGHER EDUCATIONAL INSTITUTIONS.

What we are talking about is training personnel as active promulgators of the party's socio-economic policy, developing their creative qualities, their responsible and initiative attitude toward the sector of work entrusted to them.

The decree of the CPSU Central Committee, USSR Council of Ministers, AUCCTU, and the Komsomol Central Committee, entitled "On Further Improving the Economics Education and Training of Working People" (1982), assigned the following task to the USSR Ministry of Higher and Secondary Specialized Education as well as to the higher educational institutions themselves--to step up the economic training of specialists, to inculcate in them a proprietary attitude toward socialist property, the capacity for working effectively and at a high level of quality.

Quite a bit has been accomplished in this field during recent years. In accordance with the altered requirements of economic practice, a revision has been carried out of the curricula and programs of economics majors.

The VUZ's have begun to study more profoundly the present-day methods of management, economic reporting, analysis and planning with the use of computers. They have introduced into the curriculum courses on socio-economic statistics, the economics of utilizing natural resources, the technical means of automated control systems, as well as specialized practical work on micro- and mini-computers. There is an increase in the training and re-training of personnel in new directions, those with good future prospects--in the fields of economic forecasting, organizing and setting labor norms, monitoring and auditing work, sociology, and administration.

Economists are being trained in 51 majors and 57 specializations at 37 economics VUZ's, at the economics departments of 42 universities, as well as at 62 agricultural, 30 polytechnical, and 112 other higher educational institutions in all the union republics. Approximately 660,000 persons, or about 12 percent of the students at this country's VUZ's, are receiving instruction in economic fields of specialization.

However, despite some definite successes achieved in training economics personnel, many units of the national economy are still not fully provided with them. Thus, in industry approximately one-fourth of the economists' positions are held by employees without a special education. This testifies to the necessity for further improvement in the planning of the training, distribution, and particularly the utilization of economics-type personnel. The principal reason for the shortage of specialists lies not in their insufficient number but rather in underestimating the importance of filling the economic services with professional employees and optimally placing the graduates of VUZ's. For example, there is no other sector where the need for qualified economists is so tangibly felt as it is in agriculture. But economists for the rural areas which are trained by the Institute for the National Economy in Rostov-on-Don are frequently distributed not according to their fields of specialization. And such cases are far from the only ones.

Nor is it possible to acknowledge the quality of economists' training as satisfactory. The unjustified fractionation of major fields and the attempt to train personnel for specific positions exert a negative influence on the level of general economic skills and the professional mobility of VUZ graduates. But our times dictate the necessity of a comprehensive approach, the working out of inter-sectorial solutions, in short, high cultural standards for an economist.

NUMBER OF ECONOMISTS WITH A HIGHER EDUCATION
EMPLOYED IN THE NATIONAL ECONOMY
(in thousands of persons)

493	1092	1273
(1970)	(1980)	(1983)

New and higher demands on economics personnel are being made by the widespread use in production and administration of computers and other means of automation, the creation of flexible, automated production lines, the introduction of robots and robotic-engineering complexes. Nowadays an economist must master a systematic knowledge of the principles of scientific and technical

progress, their influence on the contents and methods of economic activity; he must fundamentally analyze the economic, social, and organizational-technical aspects of increasing production efficiency.

IN THE LIGHT OF THESE TASKS, THE USSR MINISTRY OF HIGHER AND SECONDARY SPECIALIZED EDUCATION IS NEARING COMPLETION ON WORKING OUT A CONCEPT FOR THE FURTHER DEVELOPMENT OF HIGHER EDUCATION IN ECONOMICS.

Widespread discussion was conducted on the draft of this concept among the scientific community with suggestions by the ministries and departments concerned. Based on this, principles and directions have been specified for raising the level of training and the ideological-political indoctrination of economics specialists, taking into account the achievements of economic theory and management practice. Ways of solving the problems of developing economic education are being worked out by proceeding from the tasks of intensifying the economy, effective utilization of production potential and all types of resources, as well as the brigade forms of organizing labor and providing incentives for it. In preparing the concept, consideration has been given to the economic experiments being conducted in various sectors of the national economy, as well as data on the use of economic personnel in the spheres of production and administration, and foreign experience.

The results obtained have allowed us to prepare a targeted, comprehensive program, entitled "Improving Higher Education in Economics." This program will present top-priority, urgent measures as well as long-term measures, designed for the period extending to the year 2000.

It has provided for fine-tuning the list and reducing the number of economics majors, along with strengthening the ideological-theoretical foundation of economics education. It is important to improve the teaching of the entire complex of economic sciences, headed up by the political economy of socialism in its inter-relationship with the functional (statistics, planning, finances, bookkeeping accounting, etc.), as well as the instrumental (mathematics, ASU /automatic control systems/, programming) economic disciplines. It has also outlined an integrated structure for training economics personnel and created the prerequisites for deep specialization of their instruction, taking into account the sectorial and functional structure of economic activity, along with the level of administration of the national economy. In other words, the higher educational institutions will finally make the transition to training economic personnel with a wide profile; they will reflect in the educational contents not only present-day requirements but also future trends.

REORIENTING ECONOMICS EDUCATION TO TRAIN A NEW TYPE OF PERSONNEL, CAPABLE OF FUNCTIONING NOT ONLY AS THE ORGANIZERS OF ECONOMIC ACTIVITY BUT ALSO IN THE ROLE OF INITIATORS OF ITS CONSTANT IMPROVEMENT, HAS INCREASED THE IMPORTANCE OF ACTIVE INSTRUCTIONAL METHODS.

The use of business-type games and modeling production-type situations is being expanded within the educational process. And it has become a common practice in the leading VUZ's to have the students carry out complex course and diploma projects on actual national-economic topics. At the Leningrad Financial-Economics Institute, for example, study areas have been set up for imitation

modeling; they function on the basis of up-to-date computers in an integrated series as well as personal computers. A center for active methods of instruction with a constantly replenished supply of business-type games is functioning at the Moscow Management Institute.

In order to strengthen the ties between instruction and production, we are faced with the task of expanding the network of branches of the profiling departments, based at the leading industrial, agricultural enterprises and economic institutions. It is precisely here that, above all, production practice and diploma planning must be conducted.

Great importance is accorded to creating educational laboratories for classes modeling the activity of economic organs and services--a planning division, bank, bookkeeping office, and supply sub-divisions. At the Moscow Economic-Statistics Institute, for example, there are unique educational-production enterprises, on the basis of which the educational process is being structured.

The new contents of economics education also presupposes new, more improved textbooks and educational aids. Provisions have been made to set up the output of effective educational publications for supplementing the regular textbooks with fresh data.

IMPLEMENTATION OF THE PROGRAM OUTLINED ABOVE FOR IMPROVING ECONOMICS EDUCATION IS UNTHINKABLE WITHOUT DEVELOPING VUZ SCIENTIFIC RESEARCH ON "THE URGENT" PROBLEMS OF IMPROVING "THE SOCIALIST" ECONOMY.

The conditions for this at the higher educational institutions are as follows: VUZ's have major creative forces at their disposal; their scientific groups have all the opportunities to expand and strengthen ties with production and with the country's scientific institutions. There is an expanding network of scientific institutions, combining 60 scientific-research institutes, as well as 1200 problem-type and sectorial laboratories.

It is no secret, however, that economics departments all-too-frequently confine themselves to strictly academic topics; they limit their scientific interests to secondary questions and, at times, fall into scholastic theorizing. Moreover, at the present-day stage economic theory is called upon not only and not so much to elucidate practice as to serve in its transformation. A good example of such an approach is provided by the effective combination of basic and applied research at the economics department of Moscow University. This department's specialists, within the framework of cooperation with the AvtoZIL /Motor-Vehicle Plant imeni Lenin/, have created a new methodology for economic analysis of a production association's activity; it has been adopted for introduction at enterprises of the motor-vehicle industry. A creative contribution to increasing the effective utilization of production capacities by the Dnepropetrovsk Combine Plant, whose experience with which has been approved in a recent decree issued by the CPSU Central Committee, was made by scientists of Dnepropetrovsk University.

It is likewise evident that it is important not only to have a multi-faceted improvement in the training of economists but also to raise the level of the economic skills of all categories of specialists, particularly those of engineers and agricultural specialists.

26 April 1985

Based at higher educational institutions, approximately 1600 educational subdivisions are in operation for upgrading the qualifications of personnel; here some 2.8 million supervisory employees and specialists in the national economy receive instruction annually. Institutes and departments for upgrading qualifications perform the role of scientific-methodology centers for the system of providing working people with an education in economics. Thereby they are exerting an influence on the growth of economic knowledge among millions of Soviet people. Year after year there is a growth in the responsibility of the higher educational institutions for the formation of personnel resources with regard to intensifying the economy and for further multiplying the intellectual potential of the Soviet society. Groups at the higher educational institutions are striving to lift their activities to the level of the increased demands, of the tasks set forth by the party with regard to improving developed socialism.

Future Requirements for Training Economists

Moscow TRUD in Russian 27 Sep 84 p 2

[Interview with Docent Andrey Aleksandrovich Sokolov, deputy prorector of the humanities departments of Moscow State University imeni Lomonosov, by L. Kokhanova: "The Economist Today and Tomorrow"; date and place not specified]

[Text] During the current year a large-scale economic experiment was begun in five sectors of industry. A practical check-up is being conducted on the new principles of effective management. Results from the first few months have convinced us of the following: the course of changes is a correct one. Therefore, in accordance with the decision of the Politburo of the CPSU Central Committee, from the start of 1985 the conditions of the experiment will be extended to a new and large group of national-economic sectors.

Naturally, higher demands are now being made on specialists in the field of economics. Are the higher educational institutions taking this into account? We requested Docent Andrey Aleksandrovich Sokolov, deputy prorector of the humanities departments, Moscow State University imeni M. V. Lomonosov, to talk about this:

[Answer] Much depends upon the quality of the training received by students. Specialists who are well trained and capable of overcoming stereotyped thinking will be able to speed up the transition to intensive methods of management, to step up the production growth rate, and to improve the qualitative indicators of industrial operation. It would be difficult to achieve success without the capacity to work in the new way, to effectively utilize administrative and economic innovations.

We constantly bear in mind the complex nature of the new trends. And we are training specialists to be able to handle a wide range of subjects; moreover, not only in the field of economics but also in other areas of specialization. Practically all the departments are taking part in this process.

The economics department of the MGU [Moscow State University] trains specialists in such extremely important areas as political economy, planning of the national economy, and economic cybernetics. By providing training to personnel on a high theoretical and methodological level, it arms the young specialists with extensive skills, which make it possible for them to examine various economic and social problems from a national-economic and inter-sectorial point of view. Graduates of this department have been trained for planning-administrative, scientific-research, and pedagogical activities. We are striving to bring about a situation whereby a young specialist can solve the problems of working out forecasts for the development of the national economy, sectors, and regions, prospective and current plans, as well as those involving the economic and social development of comprehensive programs. And herein lie the specifics of Moscow University, which trains personnel to solve large-scale problems.

[Question] You said that various departments take part in training specialists to handle a wide range of subjects. Precisely which departments are involved in this?

[Answer] For example, the Department of Psychology. Its graduates must be capable, at the stage of the widespread introduction of innovations, to take into account and forecast the socio-economic consequences and characteristics of groups and other factors. Quite a bit depends on the social atmosphere. One and the same innovation, which has fully justified itself in one environment, may not be suitable in another environment. Recommendations and methods should be worked out with consideration being given to regional, demographic, and other conditions. Here too a not inconsiderable role belongs to the psychologists, as trained by our university. Today the task of transforming psychology into a practical field of specialization is being solved. This department has worked out new requirements for specialists; it has created a new curriculum providing for more profound study by the students of the methods of psychological research and the acquisition of a practicing psychologist's work habits. And, in our opinion, by the time of the mass conversion to the new management methods such specialists will be extremely useful.

Or let's take the law school, which is paying a great deal of attention to the training of highly qualified personnel for working in the national economy, precisely in the light of the imminent innovations. These are being studied by the departments of civil, labor, and agricultural law, as well as the civil process. Special courses provide for the students to study, and at times even to participate in, the working out of extremely important legal questions. Examples of the latter include the general doctrine of the economic agreement, the legal problems of a brigade contract, scientific and technical progress, the organization and activities of the organs of state arbitration, transport, capital construction, and others. Many new legal questions which are coming up in practice these days have become part of the course entitled "Economic Management Law."

[Question] In economics today extensive use is being made of mathematical methods and computers. Is this being taken into account in the instruction of students?

[Answer] It certainly is. In general, obviously, in the very near future there will be a further penetration of mathematical methods into the humanities. Therefore, we are providing in the curricula of all the major specializations an intensification of mathematical training. And this is not merely a matter for the future. Already today the Department of History, for example, is considered to be one of the centers for using computers for studying history.

In the Department of Economics the trend of economic cybernetics has turned out to have quite good prospects. The rapidly growing use of computers in economic work is likewise partially caused by the tasks of improving administration at the level of the enterprise, oblast, and region. Practical experience has shown that a substantial effect can be successfully achieved precisely where and when this equipment and planning its use are in the hands of economists who are specially trained for such work. It is thought that only specialists in ASU [automatic systems control] having a technical or mathematical education will be able to fully cope with this problem in a sufficiently complex way.

[Question] What can you tell us about the production practice of future specialists?

[Answer] We are attempting to bring about a situation whereby, long before they receive their diplomas, our students will have become thoroughly familiar with production. For example, amongs students majoring in "Planning the National Economy and Economic Cybernetics," practical work begins already in the first year. Of course, at first it is of a "getting acquainted" type. But, as the years go by, it becomes more and more complex. By the time that the seniors arrive on the job at enterprises they no longer need guides. They know all the sources of economic information, and they study the structure and the organization of the administration with a knowledge of the matter. The crown of production practice is a comprehensive analysis of the economic activity of the enterprise, and this frequently brings about specific benefits to the economic services and administration of plants, and factories, kolkhozes, and sovkhoses, as well as construction and other organizations.

As bases for practical work, leading enterprises, associations, and combines have been approved, such as the following: the Moscow Kalibr, Krasnyy proletariy, Dinamo, Krasnaya Roza, Bol'shevichka, ZIL, Trekhgornaya manufaktura, ATE-2 [Motor-Tractor Electrical-Equipment Plant-2], and others. In the agricultural sector--the Pamyat' Il'icha Kolkhoz in Moscow Oblast.... The list is very long, and this fact allows us to see to it that the base of practical work is close to the places where the future graduates will be distributed. But this does not preclude deep penetration by the students into the activities of the central economic organs. For example, it has already become a fine tradition to have our students do their practical work in the RSFSR Gosplan.

By the way, the future specialists feel the vital pulse of production not only during their practical work. The educational process provides for an analysis of specific economic situations. It is carried out not only by the traditional methods but also with the use of computers in our so-called video (displeynny) classrooms.

The diploma of an economist who is a graduate of the MGU is a badge which testifies to very serious training, such as allows him to get his bearings within the complex situations of present-day economic life.

EDUCATION

PROGRESS, PROBLEMS OF SCHOOL REFORM EXAMINED

Moscow SOVETSKAYA ROSSIYA in Russian 15 Feb 85 p 1

[Article by S. Alekseyev, director of the Chief Administration of Public Education for the city of Leningrad, candidate of pedagogic sciences: "School Reform: Lessons Learned in the Search for Solutions"]

[Text] The current school year is an exceptional one in all respects: for the first time it began with an All-union holiday -- Knowledge Day; for the first time six-year-olds started school. And many other firsts are taking place now -- after all, the reform has just begun. Of course, changes do not occur in a single day. But even today it is certain problems which must be solved without delay are evident. I would identify the problem of increasing the quality of education and training as the most urgent of these.

Much is already being done in this regard, but this is an excellent time to look at our whole pedagogic arsenal from a new perspective, to reevaluate many old values. We may say, for example, that the decision to abolish pupil achievement reports was both a difficult and a correct one. However, we were very struck by the fact that in certain schools of the city "two" [D or poor] immediately became the most popular grade. And yet we notice that by no means do we see everywhere marked improvement in the quality of classes, extra-class work on school subjects, the planning and holding of "olympiads", or individual work with those who are behind. It is not without reason that we say that the teacher must be called to answer more strictly for the end results of his or her activity: concealment of failures and passing pupils merely for the sake of demonstrating a high success rate - result not only from pressure from above, but sometimes also from weaknesses in the teaching methods of the teacher him or herself. Of course, there are times when grades of "two," must be given, but only when all other possibilities have been eliminated. And, first and foremost, it is necessary to gain an understanding of where the teacher's error lies and how to increase his or her potential for creativity. The educational authorities and the teachers associations of the schools intend to solve this problem.

Every month the specialists in pedagogic methods of the Advanced Training Institute for Teachers visit a thousand classes. Their first task is to discern the creative achievements and the errors in the work of the teachers they observe. They must determine if the school is in step with the reform.

Seasoned, as well as young, teachers look to them for practical advice, and not only advice but active, operational help. For example, for the past six months the institute has been getting teachers together for classes on the basics of counterpropaganda work in the school classroom. Seminars are being conducted on the philosophical problems of biology...

The time for emotional reactions has passed -- we now must find out how these courses are helping within the walls of the school, what the next step is, what the teachers think about this today. Many of the teachers of our city have developed their own individual creative plans. These differ in form, they have not been accepted by anyone anywhere, but their essence is the same: these teachers are attempting to find their place, to define more precisely their somewhat new role in the school. These plans demonstrate how each teacher intends to accomplish the process of academic education, how each one seeks to increase the KPD [coefficient of labor participation] of each lesson, and what they stress when they plan individual work with pupils and parents.

The new school begins instructing children at six years of age. Some parents have raised doubts about the advisability of this step. This cannot be ignored. What is more, here and there we have run into problems in filling the preprimary classes. However, the truth is that the main argument in favor of starting instruction at a younger age has been put forth by life itself. Of the six-year-olds who participated in an experiment previous to the reform: one in three could read; while only nine percent did not know a single letter of the alphabet; and more than half the children knew all the digits and could count to 20 without error. Why, one might ask, should they sit at home? And the parents agreed with our conclusions: children who have not attended kindergarten previously, begin to go there after they have turned six. In Leningrad today, approximately 80 percent of six-year-olds attend kindergarten. Following the recommendations for school reform, we have decided to utilize as fully as possible the possibilities which already exist here -- our well constructed and equipped kindergartens.

We have entrusted work with six-year-olds to our best and most experienced teachers, who are capable of creatively implementing instructional methodology. But in the near future, the demand for such teachers will increase. In several years, for example, the number of six-year-olds entering first grade in Leningrad will equal the number of seven-year-olds doing so. With respect to quantity, our likelihood of solving this problem seems good: we have opened a new teacher's training school in time and calculations show that the need for elementary school teachers will be met in full. In this context, the problem of the quality of the teachers' preparation for working with six-year-olds takes on particular significance. This is why the Pedagogic Institute named A. I. Gertsen and the teachers' training schools of the city consider it their major problem.

The reform has demanded that the preparation of school children for work be improved radically and that compulsory general secondary education of youth be augmented by vocational education. We have the capabilities for this: we have at our disposal highly qualified work forces; we have gained experience in

collaboration with enterprises and vocational technical schools; we have laid down a firm material foundation; 87 per cent of our pupils in the higher grades receive instruction in industrial training centers. Some centers readily borrow from the enterprises and pass them on to the schools, with the raw materials for the products and also the completed parts being delivered by the centers' transportation facilities. Our most immediate future task is to have this situation obtain everywhere.

We have set up vocational training for four thousand tenth graders in the industrial enterprises -- we feel that, under the conditions confronting us, this is the most rational solution. It seems to us that for implementation of reform, such contacts between the schools and the VUT's [vocational technical schools] are especially important. We have already been able to conclude three hundred and ninety five collaboration agreements. These make provision for various forms of training, productive labor, and of technological creativity on the part of the pupils, as well as the involvement of a range of vocational guidance and educational measures, the organization of vocational skill competitions and even sports matches. For example, in the Transcaucasian region, ten schools and VUT's. We have established a student production assembly: the school children do lathe, metal and milling work, while the students of the VUT do welding work, so that they are jointly fitting orders from the enterprises.

There is yet another urgent task for today -- that is, the elimination of computer illiteracy in school children. There are many complaints here: there are still no syllabuses, teaching outlines, and materials for the teachers and pupils; and here we are wanting our more active assistance from the USSR Ministry of Education. In this connection, with the Institute of Aircraft Engine Manufacturers and other organizations, we are working on the establishment of a city center of 5 formation schools equipped with the most modern computer facilities. With these facilities we plan to train teachers in the use of computer technology in the educational process. Here too the older students will receive vocational training.

Of course, we are experimenting an urgent need for teachers of vocational education, teachers of the physical sciences and of mathematics. Calculations indicate that if comprehensive measures are not taken, the shortage of teachers in these subjects will grow steadily. Authorization from the Ministry of Education of the USSR to increase admissions to the Pedagogic Institute is essential. But this measure alone cannot solve all the problems. For example, the need for additional vocational education teachers will increase by 100 in 1980 and will continue at that level in subsequent years. It is clear that a single Institute cannot handle the task. That is the answer! A periodic of no living in the training of specialists in vocational education is the necessity of educational establishments not devoted primarily to teacher training, for example, polytechnical or civil engineering institutions, etc. The power to effect such a change is beyond our scope. However, we feel that the time is ripe for it and that it would be of enormous benefit for the whole republic. Don't all of us all have said: "it is time!"

School reform continues to present us with ever new problems. To solve them successfully requires both sober calculation and inspired fantasy. After all we are speaking of our children, of our tomorrow, which begins today with mundane concerns, anxieties and tasks.

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DEMOGRAPHY

CONFERENCES ON DEMOGRAPHY HELD IN VILNIUS, BAKU

Vilnius Conference on Population Statistics

Moscow VESTNIK STATISTIKI in Russian No 8, Aug 84 pp 69-70

[Article by T. Levina, Moscow: "Conference on Population Statistics"]

[Text] In May of this year a conference was held in the city of Vilnius on the problems of population statistics; it was organized by the USSR Central Statistical Administration in conjunction with the Lithuanian SSR Central Statistical Administration. Taking part in it were staff members from the population-statistics and health-care divisions under the Central Statistical Administrations of the USSR, RSFSR, Ukrainian SSR, Belorussian SSR, Georgian SSR, Lithuanian SSR, Moldavian SSR, Latvian SSR, and Estonian SSR, the Statistical Administration of the city of Leningrad and Leningrad Oblast, as well as the Demographic Division of the Scientific Research Institute of the USSR Central Statistical Administration.

The conference examined the problems of further improving analytical work, current calculations regarding the number of the population, verifying the status of reports and the reliability of reporting data concerning the population. Likewise discussed were reports on the demographic situation in the country, methods of analyzing data on population, and the principal trends for further developing mechanized data processing with regard to population statistics.

Let's briefly consider the fundamental problems discussed at this conference.

1. A program for the planned, sampling-type investigation survey of the number and migration of the rural population, based on data from farms, as a result of which we could obtain an additional socio-demographic characterization of the rural population, one not contained within the current statistical drafts. We could use its results to make a multi-faceted and thorough analysis of the change in the number of the rural population, its sex-and-age composition, along with the situation with regard to labor resources in rural localities of individual regions of the country.

The conference participants discussed the draft program for the survey, as prepared by the Population-Statistics and Health-Care Division of the USSR Central Statistical Administration, taking into account the suggestions made by the USSR State Committee for Labor and Social Problems and the Scientific-Research

Institute of the USSR Central Statistical Administration. The draft has provided for questions characterizing the total number and the sex-and-age composition of the population, the employment of the rural population by sectors of the national economy and specializations, the availability of able-bodied family members on certain groups of farms. Moreover, the program provides for obtaining information about sex-and-age composition, educational level, employment and specialization of migrants.

2. Current calculations of the number of population by certain territories. Implementing these calculations has been complicated because of the lack of reliable data concerning population migration. Analysis of the statistical drafts testifies to the fact that the deficiency of migration in the rural localities is still significant in certain regions of the country.

Measures were also proposed and examined for ensuring complete accounts of migration. It was emphasized that one of the principal trends in this work is constant improvement of the check-ups on the accounts of migration. The first steps in this direction have already been taken: systematic check-ups are being made on the quality of the statistical accounting of those who have arrived and those who have left; check-ups are being conducted on the completeness of the registration of pupils from different cities who are living in private apartments. In 1984 in all the union republics except for Georgia, Azerbaijan, and Armenia, a check-up will be conducted on the completeness of the accounting for the intra-territorial migration, and this will permit us to establish the causes of the deficiency of migration in rural localities. In the republics of Transcaucasia it is planned to conduct, by way of an approval procedure, a check-up on the status of accounting for inter-republican migration. In the future, similar check-ups can be conducted with respect to other territories between which the most active migrational ties are to be observed.

Also discussed was the experience of the Latvian SSR Central Statistical Administration, where the coding of the coupons for migration accounting was entrusted to the rayon organs of state statistics.

Such a practice facilitates a more careful quality control on filling out the coupons and an effective introduction of the necessary adjustments at the rayon level.

It was emphasized that a number of phenomena in the field of migration, in particular, its seasonal quality, can be explained only as a result of additional research. In order to study its causes, it is planned to conduct in certain oblasts and union republics a supplementary draft of the coupons for the statistical accounting of population movement--by purpose of the move, sex, age, and certain other criteria.

Also noted was the need to study the way in which the sampling method being used in processing the data on migration influences the quality of the data obtained with respect to individual criteria.

3. Improving check-ups in the field of natural population movement. An opinion was expressed concerning the necessity for further activating check-ups on the completeness of registering deaths at the ZAGS [Civil Registry Office] organs.

A great deal of help in selecting the territories for check-ups can be rendered by a preliminary analysis of the data. It was noted that it is particularly important to organize an exchange of experience between the staff members of the population-statistics and health-care divisions of the Central Statistical Administrations of the individual union republics directly during the course of the check-ups being conducted.

4. Principal positions of an integrated system of information concerning the population and demographic processes. In carrying out the decisions of the 25th and 26th CPSU Congresses during the 10th and 11th Five-Year Plans there was considerable expansion of the program for registering the documents of civil status and the coupons for migration accounting, as well as the program for developing them; a conversion is being carried out to the integrated computer system of the EOI [expansion unknown] complex with regard to demographic calculations; technical solutions new in principle were used in the 1979 Census; now in the concluding phases are complexes for computer-based processing of data concerning the population's natural movement and migration.

Noted at the same time was the necessity for further improving and integrating the system of information about the population and demographic processes, conditioned by the diversity of information sources, its concentration in various sub-divisions of the USSR Central Statistical Administration, by the lack of standardized classifications in processing data, etc.

The conference participants discussed the measures which are necessary for coordinating the work on creating an integrated system of information about the population.

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Baku Conference on Demography

Baku BAKINSKIY RABOCHIY in Russian 3 Oct 84 p 3

[Interview with Dmitriy Ignat'yevich Valentey, doctor of economic sciences, by A. Lerner, correspondent: "Demography and Labor"; date and place not specified]

[Text] Yesterday Baku witnessed the opening of the All-Union Scientific Conference on the Problems of Population and Planning the Social Infra-Structure.

The conference was opened by an introductory speech from the Deputy Chairman of the AzSSR Council of Ministers and Chairman of this republic's Gosplan, A. N. Mutalibov.

The plenary session heard the following reports: "The Demographic Factor Is One of the Most Important Factors in the Development of a Socialist Society"--by the scientific director of the Center for the Study of Population Problems of the MGU [Moscow State University] imeni M. Lomonosov, Professor D. I. Valentey; on the topical problems

of the demographic development of Azerbaijan--by the chief of the Economics Section of the CP of Azerbaijan Central Committee, corresponding member of the AzSSR Academy of Sciences, Z. A. Samed-zade; on the regional problems of Hungary's demographic development--by the deputy chairman of the HPR's Central Statistical Administration, Barna Barta; "The Manpower Shortage and the Role of the Demographic Factor"--by the department chief of the Central Scientific-Research Laboratory of RSFSR Goskomtrud [State Committee for Labor], Professor A. E. Kotlyar.

This conference will last for three days.

In connection with this, BAKINSKIY RABOCHIY's correspondent requested answers to a number of questions from one of the forum's participants, the author of a number of basic works on the problems of population and a prominent Soviet scientist, Doctor of Economic Sciences D. I. Valentey.

[Question] If possible, Dimitriy Ignat'yevich, perhaps you could begin by saying a few words about the conference's goals and tasks.

[Answer] The principal goal of our conference is to sum up the accumulated results of scientific research in the fields of population, use of labor resources, training of personnel, and improving the planning of the social infrastructure in the light of the tasks assigned by the 26th CPSU Congress and in the speeches by the General Secretary of our party's Central Committee, Comrade K. U. Chernenko. The tasks include widening and deepening demographic studies, working out measures of effective demographic policy, implementing them, a deeper penetration into the social aspects of the country's and the republic's national economic plans.

As is known, the party and the government pay a great deal of attention to the problems of an effective demographic policy and the ever-worsening problems of the population. These problems are extremely important in specifying the plans for the economic and social development of regions, cities, and villages. That is why we have decided to be participants in the serious discussion of these and many other questions.

[Question] Their compass is, evidently, very wide.

[Answer] Certainly. And this may be judged by the very fact that this forum in Baku has assembled important scientists and specialists from Gosplan, Goskomtrud [State Committee on Labor], the USSR Central Statistical Administration and those of the union republics, as well as from the country's scientific-research institutes and higher educational institutions. Taking part in it are persons representing all the republics of the Soviet Union, its regions, and even from certain CEMA member-countries. In short, the conference is exceptionally important for the practice of social and economic planning.

But let's return to discussing the tasks. In the first place, we must try to comprehend more fully the importance of demographic, social, and other factors in order to further develop the socialist society. In the second place, we must discuss the problems of demographic policy at the stage of developed socialism, the influence of many factors on the national economy and sectors of the production spheres as well as the non-production spheres. In the third place, we must outline effective measures aimed at improving the position in those regions of the country where the demographic situation cannot be deemed favorable. Also to be examined are problems of the family as well as marital-family relations, the influence of socio-economic factors on the birth rate, questions of the evolution of mortality indicators, indicators of migrational mobility and settlement, methods of forecasting population movement, and much else. We are turning our most persistent attention to the problems of the socio-economic foundations of forming employment and the qualitative composition of labor resources, including the problems of forming an active, able-bodied population and attracting it into public production. We propose to examine such key factors as determining ways to smooth out the provision of the population with facilities of the socio-everyday infra-structure, the optimal directions for improving planning of the non-production sphere, taking into account the specific characteristics of demographic development in the country's regions....

[Question] The timeliness of this conference is undoubted. Speaking in everyday language, it should bring about great benefits.

[Answer] The reply to that question flows, most assuredly, from everything which I have already mentioned. But the following should probably be added. The demographic situation which has evolved in this country is characterized by a serious, I would say, regional differentiation. In some republics the trend of the demographic processes is going favorably, while in others--it is just the opposite. It was not by chance that the most recent session of the Politburo of the CPSU Central Committee examined the means for territorial-sectorial re-distribution of manpower and the recruitment of working personnel for extremely important, national-economic facilities which are located in regions of the country with a shortage of labor resources.

The complicated part lies in the fact that our regions which are assured of a labor supply are characterized by a low migrational mobility of the population. Defects in this and other factors in planning have led at times to an uneven provision of services to the population of the republics.

[Question] How do you, Dimitriy Ignat'yevich, evaluate the scientific work in the field of population here in our republic?

[Answer] In Azerbaijan demographic problems have been studied for quite a long time. However, it must be said frankly, at the beginning these studies were desultory and, at times, superficially descriptive. It was not by chance that these shortcomings were discussed at the 30th Congress of this republic's Communist Party. Having correctly received this criticism, the scientists, economists, and demographers stepped up their activities and directed their efforts at solving the urgent problems of the population. Conducted in 1980 in Azerbaijan was a major sociological study for the purpose of more deeply studying the demographic situation which had evolved. In recent years a number of

works have been published concerning the present-day status and future prospects for the AzSSR's demographic development for a lengthy period of time. The socio-economic problems of labor resources have been the subject of the most painstaking examination in the collegium of this republic's Gosplan.

But I would particularly like to note the fact that the Central Committee of the CP of Azerbaijan has worked out and implemented quite a few practical measures with regard to intensively drawing the able-bodied population into public production. As a result, the average annual increase in employment for the past decade increased by a factor of 1.5, as compared with the previous decade. Now the republic is implementing a comprehensive program of reducing manual and heavy physical labor in industry as well as in transport....

[Question] All these factors, obviously, to a certain extent, influenced the selection of Baku as the site for holding the conference.

[Answer] These and many other factors. For example, in the AzSSR and the republics of Central Asia there are problems of a lag between the increase of job vacancies and the increase in labor resources, in the training of workers, particularly among the rural youth of indigenous nationality. The elimination of unevenness in the development of production forces and many other problems demand their very swift and unconditional solution.

Nor can I skip over the essential fact that in Azerbaijan a strong school of demographer-economists has now evolved, which is making a significant contribution to the development of the science of population; good use is being made of its results in the practice of national-economic planning.

[Question] The conference, of course, will introduce a "fresh stream" into all this work and will exert an appropriate influence on the activity of the planning organs.

[Answer] The present conference is the first one devoted to the problems of population and to research on planning the social infra-structure. The organizational committee considers that it will examine many new aspects of demographic policy, will discover the most effective ways to ensure the optimal employment of the population, and work out practical recommendations aimed at further improving the planning of economic and social development.

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